STUDY OF AVAILIBILITY OF EDUCATIONAL FACILITIES TO PRIMARY SCHOOL STUDENTS IN CANNING-I BLOCK OF SOUTH 24 PARGANAS

STATE COUNCIL OF EDUCATIONAL RESEARCH & TRAINING (WEST BENGAL)
25/3, BALLYGUNGE CIRCULAR ROAD
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Report: "STUDY OF AVAILIBILITY OF EDUCATIONAL FACILITIES TO PRIMARY SCHOOL STUDENTS IN CANNING-I BLOCK OF SOUTH 24 PARGANAS" – A research activity of SCERT (WB) carried out in 2005-2006 with financial assistance from Paschim Banga Sarba Siksha Mission.

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FROM THE DIRECTOR'S DESK

As a result of increase in demand for Primary education, a large number of students now enroll at the primary schools in West Bengal. The West Bengal Board of Primary Education (WBBPE) through the District Primary School Councils (DPSCs); Directorate of School Education (DSE) through the District Inspectors of Schools (DI/s), Sub-Inspectors of Schools (SI/s), Circle Level Resource Centres and Paschim Banga Sarba Siksha Mission (PBSSM) through their District Project Office (DPO) under the Department of School Education, Government of West Bengal share various responsibilities for management of primary education in the state. A large number of Shishu Siksha Kendra (SSKs) have also been established under the Department of Panchayat and Rural Development, Govt of West Bengal, which function as primary schools in the state. Thus a highly decentralized, elaborate network for management of primary schools is in place for achieving the target of Education For All (EFA) in West Bengal.

The present study was taken up to explore how far the benefits of such an arrangement of school education particularly at the primary level are reaching in a remote block namely Canning-I where the literacy rate is 61.23%. The gender gap in the literacy rate is higher in this block compared to the corresponding state level gap. The Canning-I block of the district of South 24 Parganas being in the vicinity of the Sunderbans has unique challenges for any developmental activity. It was assumed that identification of challenges to EFA in such remote areas will lead to better understanding of the situation and in turn will help the School Education Department in management of EFA through appropriate action.

Through the present survey an attempt was made to understand how the Teachers, Parents, Students and other Community members perceive the requirement of primary education and to collect their comments on availability of resources in the area as well as their demand for better implementation.

It was found during the study that a large number of children belonging to Scheduled Caste, Scheduled Tribe, Other Backward Class and Minority categories were enrolled in schools in Canning –I block. Hence state of affairs in these institutions was an area of particular interest in the study.

The present survey was undertaken to assess the situation at a micro level e.g. to conduct a reality check in terms of availability of adequate resources and the extent of willingness of the community to utilize the opportunity. The study also intended to analyse the situation and identity factors responsible for any gap.

There are 112 primary schools with 399 teachers and 24101 students in Canning-I block located in two circles e.g. Canning-I and Ghutiarisharif. Questionnaires were developed for different categories of target groups in the study, which were administered through supervisors and enumerators who were appropriately trained for the purpose.

The sample of the study is described in the following table:

CATEGORY NUMBER	CATEGORY	SELECTED SAMPLE	RESPONSE RECEIVED
1.	*Head teachers*	*113*	*112*
2.	*Teachers*	*70*	*68*
3.	*Community members*	*30*	*30*
4.	*Parents*	*200*	*163*
5.	*Students*	*200*	*174*

Smt. Sarbani Bhattacharya, Sub-Inspector (S.I) of Schools of Canning-I circle and Sri Debobrata Mondal Sub-Inspector (S.I) of Schools of Ghutiarisharif circle provided necessary support through their offices for administration of questionnaires and collection of data.

Smt. Sridebi DasGupta, Research Fellow of SCERT (WB) has complied all the data in digital format, analysed the data, typed and prepared this report.

Significant findings of this study:

- Enrolment pattern in primary education of General/SC/ST/OBC/Minority is similar and the challenges faced by these communities are due to socio-economic factors.
- Percentage of enrolment of boys and girls is almost equal but more girls tend to be pushed out.
- Students are regular in their attendance in schools.
- Most teachers have indicated that students have strong urge for education and are generally interested in school activities.
- Students have reported to take private tuition as they feel that they can understand better and can ask lot of questions to the private tutor.
- Parents visit schools to enquire about the problems faced by their wards.
- Many schools (51%) do not have adequate number of teachers and there are two single teacher schools in the area under study.
- Teachers are mostly graduates and a large proportion of the teachers are untrained.
- Distance of school from residence (2-5 Km) is a concern for many students.
- Some schools reported that they don't receive textbooks at all and some complaint was received indicating delay in receipt of textbook.
- Inadequacy of space in classroom and absence of playground in many schools were found.
- Although majority of schools have their own pucca building, most of them are in the form of big hall.
- Inadequacy of toilet and drinking water facilities in many schools were noticed.
- Mid-day meals are regularly served in 94% of schools.

- Some schools reported that uniform for girl students are not received by them.
- Head teachers have pointed out that cultural activity, outdoor games, excursion for nature study and physical training classes are also organized in the school apart from the prescribed academic activity.
- VEC/MTA members claim to provide helping hand in solving problems faced by schools, however teachers have different opinion.

We are grateful to Prof. Bhabesh Moitra and all other members of the Academic Sub-committee of SCERT for their suggestions during the project.

We are particularly indebted to Prof. Ranjugopal Mukherjee for his continuous guidance, advice, encouragement and motivation for the project.

We offer our heart felt thanks to Shri Ashok Banerjee, DPSC Chairman; Shri Manas Kumar Sur, D.I. (Pry) South 24 Parganas; Smt. Sarbani Bhattacharya S.I. of Canning –I circle and Shri Debobrata Mondal S.I. of Ghutiarisharif Circle, all the Enumerators, Supervisors and the Resource Teachers for their administrative support and active cooperation.

This report is an outcome of sincere effort of Smt. Sridebi DasGupta, my colleague at SCERT (WB) who worked very hard for the successful completion of the research project.

We are grateful to Smt.Anasuya Ray Chaudhuri, Research Fellow in SSA project, Shri Saswata Samanta, Research Fellow (Grade-II) in Statistics, Dr.Urmi Chakraborty Research Fellow (Grade-II) in Psychology and Shri Nilanjan Bala, Research Fellow (Grade-II) in English for rendering all kinds of academic help whenever required.

We are thankful to other Research Fellows and employees of SCERT (WB) along with all the support staff for helping us in carrying out this survey successfully.

We offer sincere gratitude to the State Project Director, Paschim Banga Sarva Shiksha Mission (SSA-DPEP) for providing financial help in conducting the survey.

We hope this report will be found useful to the research community as well as to the policy makers; comments and suggestions will encourage SCERT in its future programme. This report will also be available online at our PORTAL (www.scertwestbengal.org)

DR.RATHINDRANATH DE
DIRECTOR
SCERT (WB)

CHAPTER- 1

PREAMBLE

Education is one of the important fundamental human rights and is a powerful instrument for social transformation. It plays the most important role in learner's physical, social, emotional, moral and intellectual development and also in social progress. It helps in combating poverty and increases the potential for economic productivity. Promotion of human rights and democracy, control of population growth and protection of environment may also be brought about by education. Denial of such rights impairs individual development and in turn national development.

Education has been declared as a basic right of all people in **Universal Declaration of Human Rights** adopted by the General Assembly of the United Nations in the year 1948.

This has been proclaimed in several international deliberations, viz,

- **1959**(Nov) The **D**eclaration on the **R**ights of the **C**hild adopted by the United Nation General Assembly. Education is declared as right of every child.
- **1960-1966** UNESCO holds four **W**orld **R**egional **C**onferences on Education that help to establish time-bound regional goals to provide free and compulsory primary education to all children. The meetings are held in Karachi (1960), Addis Ababa (1961), Santiago (1962) and Tripoli (1966).
- **1990** (March) The **W**orld **C**onference on **E**ducation **F**or **A**ll (Jomtien) co-sponsored by UNDP, UNESCO, UNICEF, the World Bank and later UNFPA presents a global consensus on an expanded vision of basic education.
- **1993** (Dec) The **E-9** Education Summit (New Delhi) Representatives of the Governments of the nine most populous nations in the developing world (Bangladesh, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) pledge to achieve the goal of Universal Primary Education by the year 2000.
- **1994**(Sept) The **I**nternational **C**onference on **P**opulation and **D**evelopment (Cairo) Participants call for the provision of universal access to high-quality primary, technical and non-formal education by 2015, with a particular emphasis on girls' education

- **1996**(June) Mid-decade **M**eeting of the **I**nternational **C**onsultative **F**orum on Education **F**or **A**ll (Amman). Meeting assesses progress towards the year 2000 goals set at the 1990 World Conference on Education for All.

- **1997**(Oct) The **I**nternational **C**onference on **C**hild **L**abour (Oslo) Participating governments declare all work that interferes with the child's education unacceptable and agree to create time-bound programmes for high-quality universal and compulsory basic education, with particular emphasis on girls' education.

- **2000** The **UN M**illennium **D**evelopment **G**oals incorporate specific targets related to children-achieving universal primary education over the period 1990 to 2015.

- **2002** The UN General Assembly holds a Special Session on Children, meeting for the first time to specifically discuss children's issues. Hundreds of children participate as members of official delegations. World leaders commit themselves to building '**A W**orld Fit for Children'. They reaffirm that the family holds the primary responsibility for the protection, upbringing and development of children and is entitled to receive comprehensive protection and support.

Inspite of all these declarations and decisions at the international level, it has been reported in The State of the **W**orld's **C**hildren, 1999 that 130 million children in the developing world are denied this right and almost two-thirds of them are girls. One-sixth of the world's population is illiterate-the majority of them are women. Certain key factors have therefore emerged for the fulfillment of world's commitment to the principle of Education For All:

1. Schooling should provide a foundation for continuing learning throughout life
2. It should be accessible, flexible and have high quality
3. It has to be gender–sensitive and emphasize girls' education
4. The state has to be a key partner
5. Schooling should begin with care for the young child.

India currently houses the largest absolute number of illiterates compared to any other country and every third illiterate in the world is an Indian. Close to one-fifth to a quarter of the total population of children in the primary school–going age (6 to 14 years) segment are reported to be out of school by the major official data sources.

After independence in the year 1947,our Constitution was adopted in 1950 in which Education came under the purview of Directive Principles of State Policy. There the formulation of provision for free and compulsory education to children is as follows,

"The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years." (Art 45)

The target year mentioned for this purpose was within 10 years i.e., by 1960.But such a target could not be achieved. The target had to be revised first to 1970, then to 1976 and later on to 1990.The target date, according to National Policy on Education (NPE), 1986 was 1995.The revised NPE of 1992 has further revised the target .It states, "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century." But here also, the goal remained unfulfilled till December 2002.

A recent report of NCERT (NCF, 2005) points out that the incidence of adult illiteracy in India is 37 percent and dropout cases at Primary school level of 53 percent have been registered in India. By and large, this is the situation in most of the developing and backward countries of the world.

The UNESCO in a report in 1997 pointed out the following possible consequences of keeping such a large population uneducated.

1. It impedes economic, social and cultural development.
2. It obstructs successful democratic functioning.
3. It poses as one of the greatest threats to world peace.

Supreme Court in a landmark judgment in 1993 in the State of Andhra Pradesh Vs Unnikrishnan case made Elementary Education virtually a Fundamental Right. Meanwhile, the essential task of spreading basic education was emphasized in a large number of International deliberations. At the National level also, there was increasing popular demand for access to education .As a result of all these, the Indian Parliament adopted the 86th amendment of the Constitution in 2002 where free and compulsory elementary education to all children of the age of six to fourteen years came under the chapter of Fundamental Right in the form of Article 21(A). Thus, guaranteeing elementary education for all children became a constitutional duty for the Union Government. However, this provision prescribed the minimum age of 6 years, which was not there in the earlier provision under the Directive Principles of State Policy (Art .45).

Article 21A i.e.. Right to Education as per the 86th amendment of the Constitution, 2002 reads as follows:

"The State shall provide free and compulsory education to all children of the age of six to fourteen years in such a manner as the State, may, by law determine."
Art21A (1)

Art 45 of the Constitution has been substituted by, "The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years." Thus the provision of ECCE has been excluded from the purview of fundamental right.

For achieving these targets, the Government of India launched twin project viz.,

1. District Primary Education Programme (DPEP) in 1994
2. Sarva Shiksha Abhiyan(SSA) in 2001

DPEP is primarily responsible for taking care of primary education in selected parts of our country whereas SSA takes care of elementary education throughout our country.

The Government of West Bengal has taken up the task of Universalization of Elementary Education **(UEE)** and set up a special body named Paschim Banga Sarva Shiksha Mission (SSA-DPEP)**).** The implementation of such a project was attempted through provision of inputs like opening more schools, building new class rooms, arranging more toilet facilities, appointing new teachers, supplying teaching learning materials, expanding teacher training facilities etc. Community mobilization programmes were undertaken along with the establishment of Circle Level Resource Centres (C.L.R.Cs), Village Education Committees (V.E.C) in all DPEP districts. All these were done not only to enhance enrolment and retention in schools but also to improve the quality of education in the country.

But such attempts do not always bring the desired result in a diverse and developing country with vast population as ours. There are always certain gaps between plans, programmes and their execution. As a result, the benefits offered by the state do not always fully reach the target group of the population. It is therefore a national task for all agencies and organizations operating in the field of elementary education to identify these gaps and leakages to ascertain the factors responsible and suggest possible remedial measures.

The State Council of Educational Research and Training (WB) has taken up this project titled, **"Study of Availability of Educational Facilities to Primary school students in Canning –I block of South 24 parganas"** as a modest beginning towards this uphill task. An effort will be made to extend this study to other parts of the state in due course.

CHAPTER- 2

RATIONALE OF THE PROJECT

Primary Education is a top priority concern of the Government of West Bengal. It is free for all children. The medium of instruction used is the mother tongue with English introduced as the compulsory second language from class I since 2005-06. The policy of no detention has been followed by the Government in the primary classes since the year 1981 following recommendations of the Primary Education Syllabus Committee chaired by Principal Himanshu Bimal Majumdar.

The National Policy on Education (NPE) 1986 emphasized the need to improve upon the quality of Government and Government sponsored schools so that irrespective of socio-economic background, every child has access to basic education of comparable quality. In this context learning conditions related to **primary school** have been examined in this report and the block chosen for this purpose is **Canning –I (including Ghutiarisharif Circle)** which being very near to Kolkata is characterized by several socio-economic infirmities.

This report focuses on the learning environment in schools namely **School building, Drinking water facilities, Toilet facilities, Text book availability, Mid-day Meal, Number of teachers, class rooms** etc.

However, availability of facilities by itself does not mean ideal learning conditions in schools. The real indicator of qualitative schooling is the actual utilization of the facilities.

Therefore the **objectives** of this study can be summarized as follows:

1) To find out how far the facilities provided by the Government reach the schools
2) To find out how far the target groups are willing and able to avail these facilities
3) To find out the factors responsible for the gap between the above two stages
4) To formulate and recommend remedial measures to bridge the gaps, both objective and subjective, so as to ensure greater enrolment and retention

During the period of December 2005 to February 2006, the survey was conducted in all the primary schools of the Canning–I and Ghutiarisharif to study the availability of educational facilities to the Primary school students.

In this report, we present the major trends revealed by the **responses** received from the **Head teachers, Teachers, Community members, Parents and class IV Students** of the primary schools. These responses have been arranged in relevant tables and also shown in the form of appropriate bar diagrams and pi charts.

CHAPTER- 3

BLOCK PROFILE AS ON DECEMBER 31, 2005

1. STATE: WEST BENGAL
2. DISTRICT: SOUTH 24 PARGANAS (29 BLOCKS)
3. BLOCK: CANNING-I (BLOCK CODE: 0009)
4. TOTAL NUMBER OF GRAM PANCHAYAT: 10
5. NAME OF GRAM PANCHAYATS: 1) BANSRA
   2) TALDI
   3) DIGHIRPAR
   4) NIKARIGHATA
   5) GOPALPUR
   6) ITKHOLA
   7) DARIA
   8) HATPUKURIA
   9) MATLA-I
   10) MATLA-II
6. NUMBER OF VILLAGES: 61
7. TOTAL POPULATION (Census 2001): 2,44,354
   a. Male Population: 1,25,216
   b. Female Population: 1,19,138
8. SEX RATIO (in 1000 population):
   a. Male: 512
   b. Female: 488
9. SCHEDULED CASTE POPULATION:
   a. S.C. Male: 63,868
   b. S.C. Female: 60, 068
   c. Total S.C. population: 1,23,936
10. SCHEDULED TRIBE POPULATION:
   a. S.T. Male: 1536
   b. S.T. Female: 1539
   c. Total S.T. population: 2075
11. OTHER POPULATION: 1,18,343
12. NUMBER OF PRIMARY SCHOOLS (2001 census): 113
13. TOTAL LITERACY RATE (2001 census): 61.23%

a. Male Literacy Rate: 73.24%

b. Female Literacy Rate: 48.53%

14. TOTAL NO. OF TEACHERS: 321

15. EDUCATIONAL FACILITIES: College –1

H.S.School- 6

Madhyamik School-8

Jr.High School-2

F.P.School –113

Madrasah –1

SSK-86

16.NUMBER OF ICDS CENTRES: 172

17.NUMBER OF NGOs OPERATING IN THE AREAS: 4

(Source: Canning-I Panchayat Samiti, South 24 parganas)

CASTE WISE ENROLMENT IN CANNING-I BLOCK AT PRIMARY LEVEL (2004-05)

BLOCK	GENERAL & MINORITY			SCHEDULED CASTE			SCHEDULED TRIBE			OTHER BACKWARD CLASS		
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL
CANNING-I	6052 (50.06%)	6036 (49.93%)	12088	6850 (51.10%)	6554 (48.89%)	13404	168 (51.37%)	159 (48.62%)	327	245 (51.36%)	232 (48.63%)	477

(Source: C:\root1\DISE\DISE4-5\DISE 2004-05\reports\information about sundarban blocks areas.xls)

CHAPTER- 4

METHODOLOGY

Following broad methodology was adopted in conducting the study. This study was based on empirical survey. No hypothesis was made for testing. Preliminary data were collected from secondary source, mainly publications of the State Governments. Detailed survey was made to procure primary data. According to official report, the areas under the study i.e., Canning-I and Ghutiarisharif has 113 primary schools. However our own study has revealed that the number is one short. Information and opinion were collected by administering through enumerators, structured questionnaire supplemented by personal interview. These data were collected from five categories of relevant people viz., Head teachers (Category 1, questionnaire no.1), Teachers (Category 2, questionnaire no.2), Community members (Category 3, questionnaire no.3), Parents (Category 4, questionnaire no.4) and Students (Category 5, questionnaire no.5). For basic information about the schools, we approached the Head teachers of all the 112 schools .The response was total. For other categories, the study was made through selected samples as given below:

CATEGORY NUMBER	CATEGORY	SELECTED SAMPLE	RESPONSE RECEIVED
1.	*Head teachers*	*113*	*112*
2.	*Teachers*	*70*	*68*
3.	*Community members*	*30*	*30*
4.	*Parents*	*200*	*163*
5.	*Students*	*200*	*174*

CASTE WISE CATEGORIZATION OF RECEIVED RESPONSES

CATEGORY NUMBER	CASTE WISE CATEGOIZATION	GEN	S.C.	S.T.	O.B.C.	MINORITY	TOTAL
4.	*Total no. of Parents*	*05*	*65*	*20*	*12*	*61*	*163*
5.	*Total no. of Students*	*12*	*69*	*20*	*14*	*59*	*174*

CHOICE OF SAMPLES:

General data about the objective conditions of schools were obtained from the Head teachers and the number of sample was small (112). However for all the other queries, the responses would naturally be unmanageably large in number. Hence for collecting these data (category 2 to 5), suitable samples were selected. Sample size and variety were mainly chosen considering accessibility and balanced representation of different

categories of families and pupils. Particular care was taken to ensure that the weaker and more vulnerable sections received due focus.

LIMITATIONS:

However this study had certain limitations, which are indicated below:

1.Sample Size: Initially out of 112 primary schools, 70 schools were selected and these schools were categorized on the basis of the caste composition of the student population. Accordingly, two groups of 30 schools each having more than 150 student population, both General and SC were marked as General and Scheduled Category schools respectively. 6 schools having considerable ST student population and 4 schools having considerable OBC student population were also marked for this purpose.2 students (1 boy & 1girl) were proposed for survey from each of GC and SC category of schools thus making the total student population of 60 in each category. For ST and OBC category of schools, 10% and 15% of total student population in sampled schools were proposed for the survey thereby accounting for 20 students in ST category and 60 students in the OBC category. Hence the sample size of students was 200 for the study. On the same basis 200 parents of these students were also proposed for the survey. But the actual number of respondents that was obtained in the survey is given in the table prepage.
With progress of the survey work, the schools that were marked as General Category schools were further categorized as Minority schools having considerable number of minority student population.
Therefore this study could be more valid if the sample size could be increased.

2.The possibility of leakages between what was sought to ascertain and what was actually collected cannot be ruled out. This was mainly because of difficulty of communication between the enumerators and the target groups, relatively low level of awareness of the parents, inadequate level of maturity of the pupils and difference between the spirit of the questionnaire and the perception of the respondents for which considerable subjectivity might have crept into the data received.
This has been revealed in the mutually incompatible and often contradictory responses from different target groups on the same issue.

The other measures taken were as follows:

1. Chairman, District Primary School Council, South 24 parganas and D.I. (Pry) were informed and consulted in regard to the nitty gritty of the project.
2. Core group meeting for obtaining views from selected experts for the above project was held on August 17, 2005.
3. Several face to face discussions and telephonic conversations were held with two S.I./s of Canning –I and Ghutiarisharif respectively starting from October 26, 2005.These meetings were held both at SCERT (WB) premises and S.I

offices.

4. Two sessions of face-to-face discussions were held with Head teachers of the Primary schools of Canning-I and Ghutiarisharif on November 07,2005.
5. Ten enumerators and two supervisors were engaged for carrying out the survey and detailed discussions were held with them on December 02,2005 at the S.I. office of Canning-I about the nature and scope of the study, pattern of questions and way of collecting the responses from the target groups. Clarifications on a few points were provided to the enumerators.
6. The enumerators collected data from the Teachers, Parents and Students whereas the supervisors obtained data from the Community members viz., VEC members, members from Gram Panchayat etc., apart from an overall supervision of the survey.
7. Discussions were also held with the respective Resource Teachers and VEC members of the Canning-I and Ghutiarisharif circle on December 02,2005.
8. Collection of data was completed by February 12, 2006.
9. The raw data thus collected were processed and collated in tabular format with relevant break ups.
10. The processed data thus obtained were analysed and the final report prepared on the basis of interpretation of these data.
11. A meeting on finalization of project report with S.I.s of Canning-I and Ghutiarisharif were held on November 07,2006.
12. Academic Sub-committee of SCERT (WB) reviewed the progress of the project from time to time.

CHAPTER- 5

DETAILS OF DATA COLLECTED
HEAD TEACHERS
(CATEGORY –1)

Out of 113 primary schools, raw data from 112 schools were obtained out of which 109 schools are day schools and the remaining three are morning schools.

TABLE – 5.1
TOTAL NUMBER OF STUDENTS-GENDER BREAKUP (ALL CATEGORIES)
(2005-06)

BOYS	GIRLS	TOTAL
12,220 (50.70%)	11,881 (49.29%)	24,101

- A total of 24,101 students have been found to be enrolled in classes I to V in 112 primary schools of Canning-I and Ghutiarisharif. Out of the total student strength, 51% are boys and 49% are girls. (Chart-5.1)

CHART –5.1

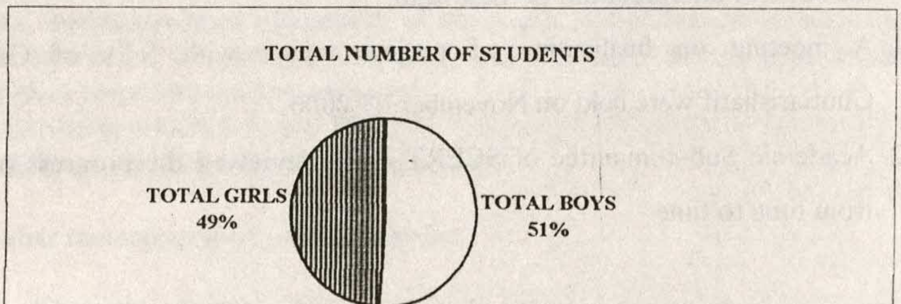


TABLE –5.2
CLASSWISE & CASTEWISE DISTRIBUTION OF STUDENTS

		CLASS I	II	III	IV	V	TOTAL
GEN	BOYS	1806 (51.24%)	1389 (49.57%)	1337 (50.47%)	1149 (48.97%)	04 (57.14%)	5685
	GIRLS	1718 (48.75%)	1413 (50.42%)	1312 (49.52%)	1197 (51.02%)	03 (42.85%)	5643
	SUB TOTAL	3524	2802	2649	2346	07	11328 (47.00%)
S.C.	BOYS	1694 (51.67%)	1490 (51.73%)	1493 (50.74%)	1514 (50.53%)	57 (51.35%)	6248
	GIRLS	1584 (48.32%)	1390 (48.26%)	1449 (49.25%)	1482 (49.46%)	54 ((48.64%)	5959
	SUB TOTAL	3278	2880	2942	2996	111	12207 (50.64%)
S.T.	BOYS	59 (49.57%)	42 (49.41%)	56 (58.94%)	26 (31.70%)	00	183
	GIRLS	60 (50.42%)	43 (50.58%)	39 (41.05%)	56 (68.29%)	00	198
	SUB TOTAL	119	85	95	82	00	381 (1.58%)
O.B.C	BOYS	18 (47.36%)	25 (67.56%)	12 (48.00%)	13 (50.00%)	00	68
	GIRLS	20 (52.63%)	12 (32.43%)	13 (52.00%)	13 (50.00%)	00	58
	SUB TOTAL	38	37	25	26	00	126 (0.52%)
DISABLED	BOYS	11 (64.70%)	10 (62.50%)	06 (46.15%)	08 (66.66%)	01	36
	GIRLS	06 (35.29%)	06 (37.50%)	07 (53.84%)	04 (33.33%)	00	23
	SUB TOTAL	17	16	13	12	01	59 0.24%)
TOTAL		6976 (28.94%)	5820 (24.14%)	5724 (23.75%)	5462 (22.66%)	119 (0.49%)	24101

- More than 51% of primary students in Canning-I & Ghutiarisharif belong to Scheduled Caste followed by those of Minority and General category, the percentage being 47%.
- The above table also reflects that percentage of enrolment of boys and girls in each category is on an average equal i.e., nearing 50%, exception being in the enrolment amongst OBC boys & girls in Class II and ST boys & girls in classes III and IV. [Charts 5.2 (A) & 5.2 (B)]

CHART –5.2 (A)

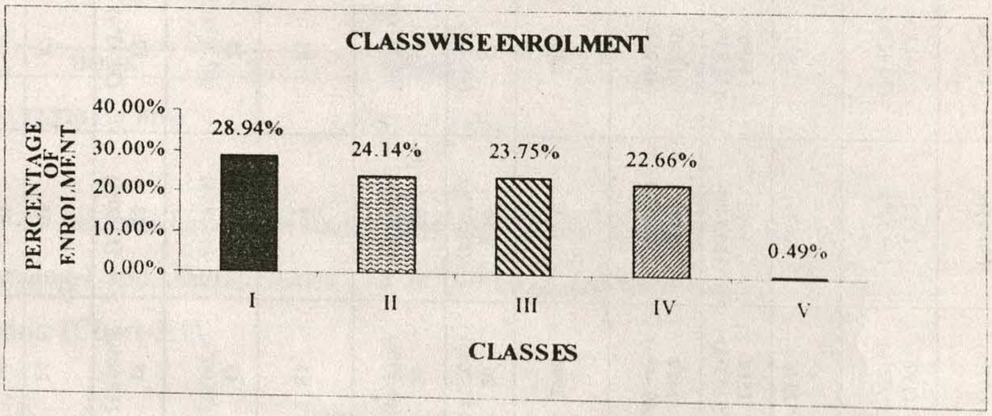


CHART-5.2 (B)

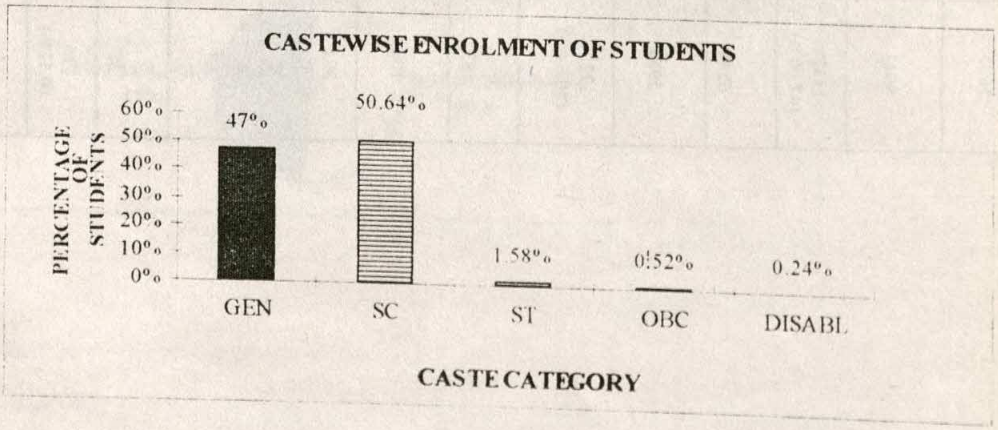


TABLE – 5. 2. 1
CLASSWISE NUMBER OF DROPOUTS OF STUDENTS AS ON DECEMBER 2005

CLASS	GEN			SC			ST			OBC			DISABLED			TOTAL
	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL	
I	10	12	22	14	13	27	01	01	02	00	00	00	00	00	00	51
II	07	10	17	05	08	13	00	00	00	00	00	00	00	00	00	30
III	10	10	20	07	04	11	01	00	01	00	00	00	00	00	00	32
IV	07	10	17	00	06	06	00	00	00	00	00	00	00	00	00	23
V	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
	34	42	76	26	31	57	02	01	03	00	00	00	00	00	00	136 (0.56%)

- Total number of dropout students as reported by the Head teachers is 136 from a total student strength of 24,101, out of which 62 are boys and 74 are girls. This shows that number of girls dropping out of schools is more than that of boys. It is clear from the table that dropout number is maximum in class I.

TABLE – 5.3
DISTANCE BETWEEN SCHOOL AND RESIDENCE OF STUDENTS

TOTAL NO. OF SCHOOLS	SCHOOLS		
	UPTO 2 KM	BETWEEN 2-5 KM	> 5 km
112	86 (76.78%)	20 (17.85%)	6 (5.35%)

- 77% of primary schools are within 2 km from residence; 20 primary schools are within 2-5 km and remaining 6 schools are beyond 5 km. (Chart-5.3)
- Students face problems while going to schools because of poor road conditions which further worsens during rainy season. Apart from pathetic conditions of the main road, the approach road to school is also not always in good shape and gets flooded during monsoon.

CHART-5.3

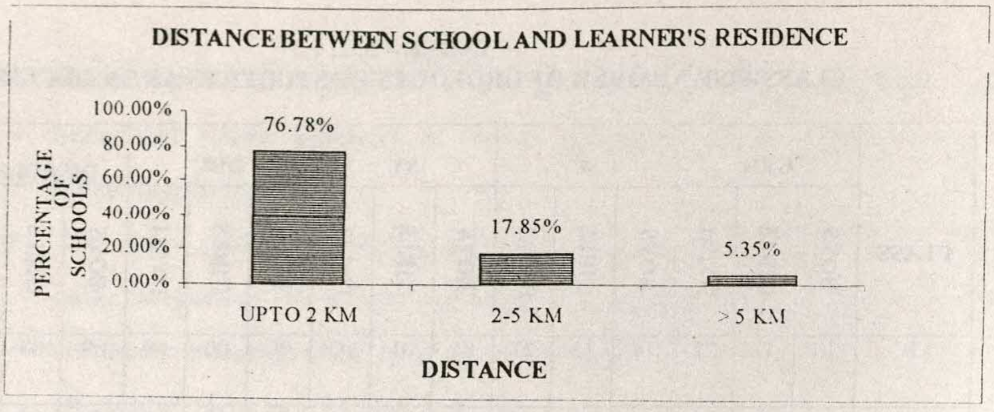


TABLE – 5.4
SCHOOL BUILDING

NO.OF SCHOOLS WITH NO BUILDING	DETAILS OF BUILDINGS														
	PUCCA	PARTIALLY PUCCA	KACHCHA	NO.OF CLASS ROOMS									HAVE ADEQUATE SPACE	NOT ENOUGH SPACE	NO RESPONSE
				1	2	3	4	5	6	7	8	NO RESPONSE			
03 (2.67%)	80 (71.42%)	23 (20.53%)	06 (5.35%)	36	35	15	9	6	1	1	1	5	35 (31.25%)	76 (67.55%)	01 (0.89%)

- 3 schools do not have their own building. These are Dakshin Bansra S.N. F.P,Monosapukur Bansra F.P.,Saratpally Rekha Sardar F.P.
- Only 72% (i.e., 80 out of 112) of primary schools have their own pucca buildings. Apart from this, 23 school buildings are partially pucca and 6 schools have kaccha buildings. (Chart-5.4)
- 36 schools have only one classroom in the form of a big hall and 35 schools have 2 classrooms. It has been observed during the survey that only one school with kachcha building i.e., Canning Rajkrishna A.S.J.B has 8 instructional rooms. Saint Gabriel F.P. school with partially pucca building has 7 classrooms.
- 68% of schools donot have adequate space in the classrooms to accommodate the ever-increasing number of students.

CHART –5.4

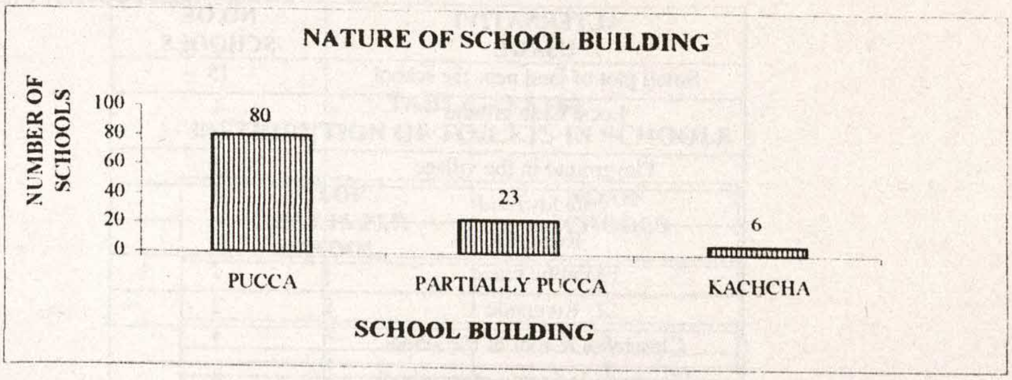


TABLE – 5.5 (A)
SCHOOL PLAYGROUND

SCHOOLS	HAVING PLAYGROUND	NO PLAYGROUND
112	45 (40.17%)	67 (59.82%)

- Only 40% of schools have their own playground with alternative arrangements for playing made by the remaining schools. The alternative arrangements made by the latter schools in this regard are given in the table next page.

TABLE – 5.5 (B)
ALTERNATIVE ARRANGEMENTS FOR PLAYGROUND

ALTERNATIVE USAGE	NO.OF SCHOOLS
Small plot of land near the school	15
Local Club ground	4
Playground in the village	3
Paddy field	3
Road side	11
Public place	2
Riverside	2
Classroom & roof of the school	2
Playground of some other school	8
Hospital ground	1
College ground	2
No responses	14
TOTAL	67

- Apparently students mostly play by the roadside or in any vacant area lying near the schools. Sometimes playgrounds of other schools are also utilized for this purpose.

TABLE – 5.6 (A)
TOILET FACILITIES IN SCHOOLS

TOTAL NO. OF TOILETS IN ALL SCHOOLS	DETAILS OF TOILET FACILITIES: TOILET FACILITIES FOR GIRL STUDENTS			DETAILS OF TOILET FACILITIES: TOILET FACILITIES FOR GENTS AND LADY TEACHERS			NO. OF SCHOOLS HAVING NO TOILET FACILITIES
	SCHOOLS WITH SEPARATE TOILETS	SCHOOLS WITH NO SEPARATE TOILETS	NO RESPONSE	SCHOOLS WITH SEPARATE TOILETS	SCHOOLS WITH NO SEPARATE TOILETS	NO RESPONSE	
116	19 (16.96%)	68 (60.71%)	01 (0.89%)	11 (9.82%)	73 (65.17%)	04 (3.57 %)	24 (21.42%

- 21% of the primary schools donot have any toilet facilities.
- Out of the remaining 88 schools, 61% donot have any separate toilet facilities for girl students and 65% of the schools do not have such separate facilities for male and female teachers.

TABLE – 5.6 (B)
DISTRIBUTION OF TOILETS IN SCHOOLS

NO.OF TOILETS PER SCHOOL	NO.OF SCHOOLS
1	57
2	12
3	8
4	1
7	1
Total	116

- 57 out of 88 primary schools have only one toilet both for students and teachers.
- Schools namely Kumar Sha Ojapara F.P and Hatamari F.P. have 4 and 7 toilets respectively.

The alternate arrangements that are made by the schools in providing toilet facilities to both the students and teachers are shown below.

TABLE – 5.6 (C)
ALTERNATIVE ARRANGEMENTS FOR TOILETS IN SCHOOLS

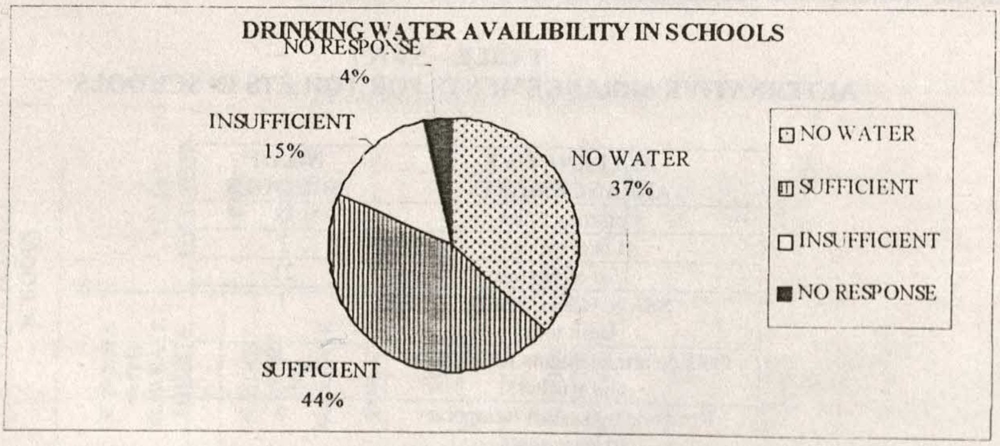
ALTERNATIVE ARRANGEMENTS	NO.OF SCHOOLS
Common toilet	38
Local toilet	2
Use of Nature	21
SSA & village people Built toilet	1
Outside arrangements for students and teachers	4
Roadside makeshift /temporary arrangements	4
Toilet of nearby private Madrasah	1
Total	71

TABLE – 5.7 (A)
DRINKING WATER AVAILABILITY IN SCHOOLS

DETAILS OF DRINKING WATER FACILITIES IN SCHOOLS						NO.OF SCHOOLS WITH NO DRINKING WATER FACILITIES
NO.OF SCHOOLS HAVING SUFFICIENT DRINKING WATER	NO. OF SCHOOLS NOT HAVING SUFFICIENT DRINKING WATER	NO.OF SCHOOLS WITH NO RESPONSE	SOURCES OF WATER FOR SCHOOLS			
			TUBEWELL	TAPWATER	OTHER SOURCES	41 (36.60%)
50 (44.64%)	17 (15.17%)	04 (3.57%)	65 (58.03%)	01 (0.89%)	01 (0.89%)	

- 37% of primary schools do not have any provision for drinking water and 15% of the remaining schools do not have provision for sufficient amount of drinking water. (Chart-5.5)
- Main source of water for the students and teachers is that obtained from deep tube well within the school premises.

CHART –5.5



Alternative arrangements made by the school for availing drinking water for the students are given in the table next page.

- It is seen that students mainly depend on public tube well.

TABLE – 5.7 (B)
ALTERNATIVE ARRANGEMENTS FOR DRINKING WATER IN SCHOOLS

ALTERNATIVE ARRANGEMENTS	NO.OF SCHOOLS
Drinking water available near schools	6
Students carry water	1
Public tube well	22
Water brought for Mid- day Meal	1
Neighbour's tube well	1
Time water preserved for school	2
Other sources	2
Total	35

TABLE – 5.8 (A)
NUMBER OF TEACHERS

NO.OF MALE TEACHERS	NO.OF FEMALE TEACHERS	TOTAL NUMBER	NO. OF SCHOOLS WITH ADEQUATE TEACHERS	NO. OF SCHOOLS WITH INADEQUATE TEACHERS	NO .OF SCHOOLS WITH NO RESPONSE
293 (73.43%)	106 (26.56%)	399	37 (33.03%)	57 (50.89%)	18 (16.07%)

- According to DISE data, numbers of teachers were 321 in December 2005.It has been reported that many teachers have since been appointed. After the survey it was found that the total number of teachers increased to 399, out of which 73% are male teachers and 27% are female teachers.
- However, 51% of schools donot have adequate number of teachers.
- 18 head teachers of schools did not respond to the question on adequacy of teachers in his/her schools.

TABLE – 5.8 (B)
NATURE OF SCHOOL ACCORDING TO THE NUMBER OF TEACHERS

SL.NO	NATURE	NO.OF SCHOOLS
1.	Single teacher school	2
2.	Double teacher school	18

- After the survey, it is found that there are 2 single teacher schools and 18 two-teacher schools in the surveyed area taking all the four classes.

TABLE – 5.8 (C)
DISTRIBUTION OF TEACHERS IN SCHOOLS-GENDER BREAKUP

MALE TEACHER PER SCHOOL	NO.OF SCHOOLS	FEMALE TEACHER PER SCHOOL	NO.OF SCHOOLS
1	13	1	31
2	37	2	12
3	38	3	9
4	19	4	2
5	2	5	2
6	1	6	1

- There are 13 primary schools with 1 male teacher and 31 primary schools with 1 female teacher.
- 37 schools have 2 male teachers and 12 schools have 2 female teachers.

TABLE – 5.8 (D)
QUALIFICATION OF TEACHERS AND OTHER DETAILS

NO.OF TEACHERS WITH QUALIFICATION					DISTANCE OF TEACHER'S RESIDENCE FROM SCHOOL			MODE OF TRANSPORT USED BY THE TEACHERS						
H.S	GRADUATE	POSTGRADUATE	OTHER (MADHYAMIK)	TRAINED	UPTO 2 KM	2-5 KM	> 5 KM	WALK	CYCLE	RICK SHAW	VAN	AUTO	BUS	OTHER (TRAIN)
117	147	7	105	128 (32.05%)	89 (22.30%)	46 (11.52%)	122 (30.57%)	91	71	18	29	38	36	64

- Teachers are mostly Graduates and only 32% of them are trained.

- 31% of teachers come from a distance greater than 5 km. The mode of transport availed by the teachers are cycle, train etc., apart from walking, and a combination of two or three of these.

TABLE – 5.9
MEDIUM OF INSTRUCTION

MEDIUM	NO.OF SCHOOLS
BENGALI	106
BENGALI & ENGLISH	03
NO RESPONSE	03

- 106 primary schools use Bengali language as the medium of instruction and 3 schools use both Bengali and English for the same.
- 3 schools did not respond to this question.
- Learning materials that are generally used by the teachers during teaching are Blackboard, Chalk, Duster, Globe, Maps, Pocket Book, Playcards, Abacus, Number cards, Animal and Bird cards etc.

TABLE – 5.10
STATUS OF RECEIVING TEXT BOOKS BY SCHOOLS

DETAILS OF SCHOOLS RECEIVING TEXTBOOKS								NO.OF SCHOOLS GETTING NO TEXTBOOKS
	ON TIME		NOT ON TIME					
TOTAL NO.OF SCHOOLS RECEIVING TEXTBOOKS	NO.OF SCHOOLS GETTING SUFFICIENT TEXT BOOKS	NO.OF SCHOOLS NOT GETTING SUFFICIENT TEXTBOOKS	DELAY BY 2 MONTHS	DELAY BY 2 - 4 MONTHS	DELAY BY 4 - 6 MONTHS	DELAY BY MORE THAN 6 MONTHS		
91 (81.25%)	36 (39.5%)	55 (49.10%)	18	47	25	23		21 (18.75%)

- 19% of the primary schools do not get any textbooks.
- Only 39.5 % of the remaining schools get sufficient textbooks on time, 49.10% of schools don't. Specific reasons for above are not directly obtained from survey. However some head teachers say that textbooks are not supplied from CLRC offices or it so happens that CLRC offices do not get textbooks on time. Some

even add that books do not reach schools on time due to large distance between school and CLRC office.

TABLE – 5.11
STATUS OF MID-DAY MEAL IN SCHOOLS

NO.OF SCHOOLS RECEIVING REGULAR MID-DAY MEALS	NO.OF SCHOOLS NOT RECEIVING REGULAR MID-DAY MEALS	NO.OF SCHOOLS WITH NO RESPONSES	NO.OF SCHOOLS RECEIVING COOKED FOOD	NO.OF SCHOOLS NOT RECEIVING COOKED FOOD	ITEMS SERVED DURING MID-DAY MEAL							
					RICE	DAL	VEG	CHAPPATI	BREAD	EGG	FRUIT	OTHER (MEAT)
105 (93.75%)	03	04	104 (92.85%)	04	108	107	106	01	01	96	02	62

- 94% of the primary schools get Mid-day meals regularly. 93% of the schools get cooked food in the form of Rice, Dal, Vegetables, Eggs etc.,
- It has been found that in 3 schools Mid-day Meal is not provided regularly. These schools are Ghosh para F.P., Tentulberia F.P., and Thakuraniberia F.P. schools.
- Status of Mid-day meal in 4 remaining schools is however not obtained.

TABLE – 5.12
STATUS OF RECEIVING UNIFORMS

NO.OF SCHOOLS RECEIVING UNIFORMS	NO. OF SCHOOLS RECEIVING NO UNIFORMS	NO. OF SCHOOLS WITH NO RESPONSES
38 (33.92%)	69 (61.60%)	05

- Only 34% of primary schools receive uniforms for their girl students and the rest don't. Some of the reasons cited by the head teachers are that uniforms are not sent by the CLRC offices and even not by the highest authority.

  Out of this 34% of primary schools receiving uniforms, clear data about number of students actually getting uniforms, both category and school wise is not obtained.

TABLE-5.13
STATE OF FURNITURE

TOTAL SCHOOLS	TOTAL STUDENTS	TOTAL NO. OF TABLES	TOTAL NO. OF CHAIRS	TOTAL NO. OF ALMIRAHS PER SCHOOL					TOTAL NO. OF BLACKBOARD PER SCHOOL								
				1	2	3	6	NO RESPONSE	1	2	3	4	5	6	7	8	NO RESPONSE
112	24,101	366	500	60	27	3	1	21	4	17	14	52	13	3	2	2	5

- Schools urgently require tables, chairs for students to sit along with almirahs and blackboards.

TABLE – 5.14
HEADTEACHER'S PERCEPTION OF FAMILY/PARENT SUPPORT TO WARDS

AREAS OF SUPPORT	PERCENTAGE OF PARENTS
Food and nutrition	52%
Provision of Educational Accessories	49%
Provision of separate study space	19%
Learning assistance	26%
Psychological support	19%

- Apparently parents cannot give sufficient support or even time to their wards because they have to earn their day-to-day living for sustenance.

SUPPORT PROVIDED BY SCHOOL TO STUDENTS APART FROM CLASSROOM TEACHING

Besides classroom transaction/instruction, the Head teacher of the primary schools claim that cultural programmes, outdoor games, excursions for nature study and physical training classes are organized for the students. Occasions like Independence Day, Republic Day, Rabindra Jayanti, Netaji Jayanti etc., are also observed in schools. In addition, the school organizes certain awareness campaigns for Parents, Students and Community members.

ROLE PLAYED BY LOCAL PUBLIC AUTHORITIES IN ADDRESSING THE PROBLEMS OF THE SCHOOLS/TEACHERS/STUDENTS

Members from Village Education Committee (VEC), Mother-Teacher Associations (MTA) provides a helping hand in solving the problems faced by the schools with regard to school management, enrolment, dropout and retention of students, student absenteeism, developmental activities of schools etc.

ROLE PLAYED BY CLUBS, ORGANIZATIONS AND VOLUNTARY BODIES

Local clubs, voluntary bodies do not play any significant role in addressing the problems of the schools .A few clubs organize health camps viz., camp for pulse polio vaccination and other health programmes on Hepatitis, AIDS etc.

CHAPTER- 6

DETAILS OF DATA COLLECTED TEACHERS (CATEGORY –2)

SAMPLE PROFILE:

- Number of teachers taken as sample: 70
- Number of teachers responded: 68
- Total number of respondent male teachers: 55
- Total number of respondent female teachers: 13
- Teaching experience of the survey group: 1 month to 41 years

TABLE – 6.1
OPINION OF TEACHERS REGARDING INFRASTRUCTURAL FACILITIES IN SCHOOLS

TOTAL NO.OF TEACHERS	CONDITION OF CLASSROOMS (RESPONSE)			CONDITION OF FURNITURE (CHAIR/TABLE/BLACK BOARD) (RESPONSE)		
	GOOD	AVERAGE	BAD	GOOD	AVERAGE	BAD
68	05 (7.35%)	49 (72.05%)	14 (20.58%)	09 (13.23%)	45 (66.17%)	14 (20.58%)

- 72% of the primary teachers opine that classroom conditions on an average are satisfactory [Chart-6.1 (A)] but the furniture such as chairs, tables, blackboards etc., in the classrooms needs to be properly fixed. [Chart-6.1 (B)]

CHART- 6.1(A)

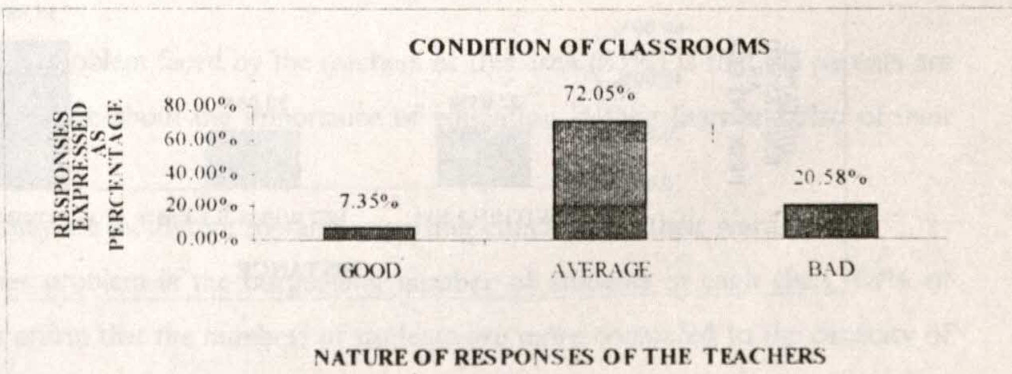
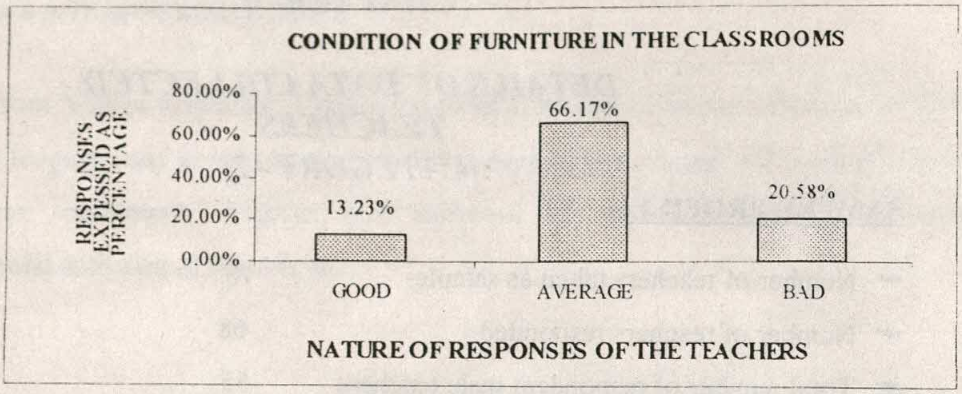


CHART- 6.1 (B)

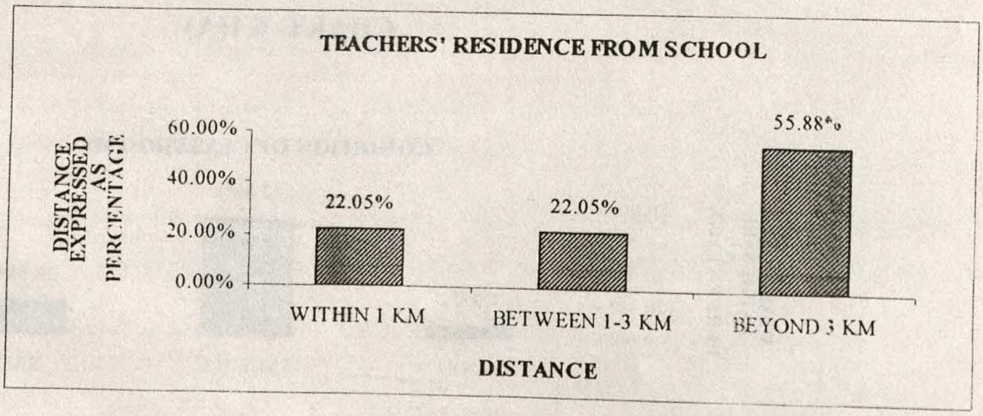


TABLE– 6.2
DISTANCE OF TEACHERS' RESIDENCE FROM SCHOOL

TOTAL NO.OF TEACHERS	WITHIN 1 KM	BETWEEN 1-3 KM	BEYOND 3 KM
68	15 (22.05%)	15 (22.05%)	38 (55.88%)

- 56% of surveyed primary teachers reside at a distance greater than 3 Km from their school. (Chart-6.2)

CHART- 6.2



TABLE–6.3
MODE OF TRANSPORT AVAILED BY THE TEACHERS

ON FOOT	BICYCLE	TRAIN	VAN	BUS	OTHERS	RICKSHAW
25	22	17	13	11	04	02

(Data not mutually exclusive)

- The teachers residing near the schools come to schools either by walking or on bicycles. Teachers staying at distant places come by van, bus, train etc.

TABLE–6.4
PROBLEMS FACED BY TEACHERS DURING TEACHING

TOTAL NO. OF TEACHERS	LARGE NO.OF STUDENTS IN THE CLASSROOM	INSUFFICIENT LIGHT IN THE CLASSROOM	SMALL CLASSROOMS	INADEQUATE SPACE IN CLASSROOMS	SCARCITY OF EDUCATIONAL ACCESSORIES			INATTENTIVE STUDENTS	OTHER PROBLEMS FACED			
					BOOKS	COPY BOOKS	OTHERS		NON-CO OPERATION FROM MA NAGING COMMITTEE	EXTERNAL INTERFERENCE IN SCHOOL MATTERS	GUARDIANS' INDIFFERENCE AND UNAWARENESS	OTHERS
68	47 (69.11%)	25 (36.76%)	48 (70.58%)	56 (82.35%)	45 (66.17%)	29 (42.64%)	20 (29.41%)	23 (33.82%)	20 (29.41%)	15 (22.05%)	58 (85.29%)	19 (27.94%)

- The major problem faced by the teachers of this area (85%) is that the parents are totally unaware about the importance of education in their lives and also of their wards.

  Hence, they are indifferent towards imparting education to their ward.
- The other problem is the burgeoning number of students in each class. 69% of teachers affirm that the numbers of students are more compared to the capacity of the classroom.

- 71% of teachers say that classrooms are very small in size and 82% of them point out about the inadequacy of space in the classrooms.
- 66% of primary teachers report that the students do not get textbooks on time

TABLE–6.5
OPINION OF TEACHERS REGARDING ATTITUDE OF STUDENTS

TOWARDS TEACHER			TOWARDS EDUCATION			TOWARDS SCHOOL			TOWARDS CLASSMATES		
OBEDIENT	INDIFFERENT	DISOBEDIENT	INTERESTED	INDIFFERENT	NOT INTERESTED	LIKES	INDIFFERENT	DISLIKES	FRIENDLY	NOT SO FRIENDLY	BITTER
60 (88.23%)	05 (7.35%)	03 (4.41%)	38 (55.85%)	11 (16.17%)	19 (27.94%)	59 (86.76%)	08 (11.76%)	01 (1.47%)	63 (92.64%)	05 (7.35%)	00

- 88% of the primary teachers admit that most of the students are obedient and are friendly towards their classmates. [Chart-6.3 (A)]
- Teachers also state that the students have strong affinity towards schools and also are generally interested in receiving education. [Charts-6.3 (B) & 6.3(C)]

CHART-6.3 (A)

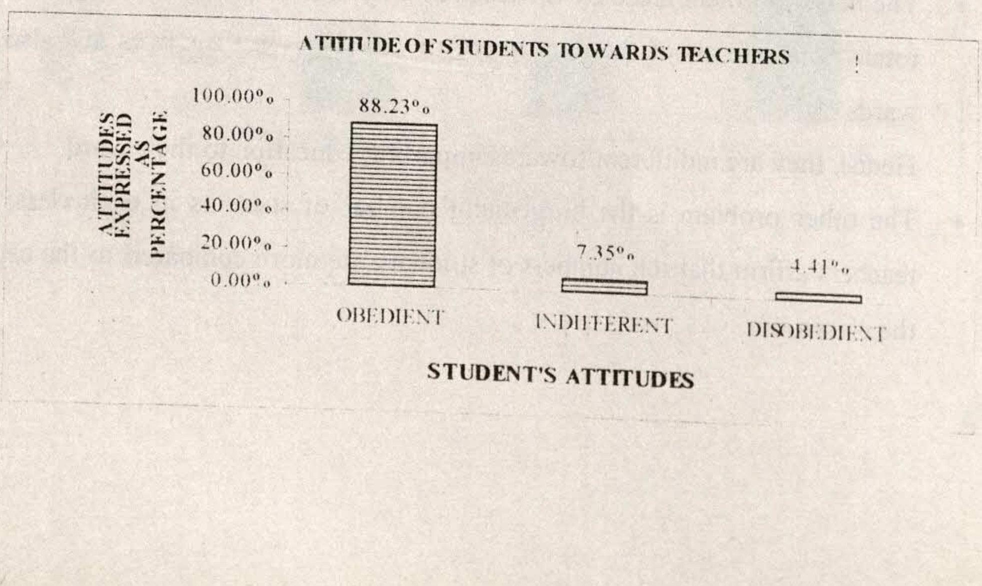


CHART- 6.3 (B)

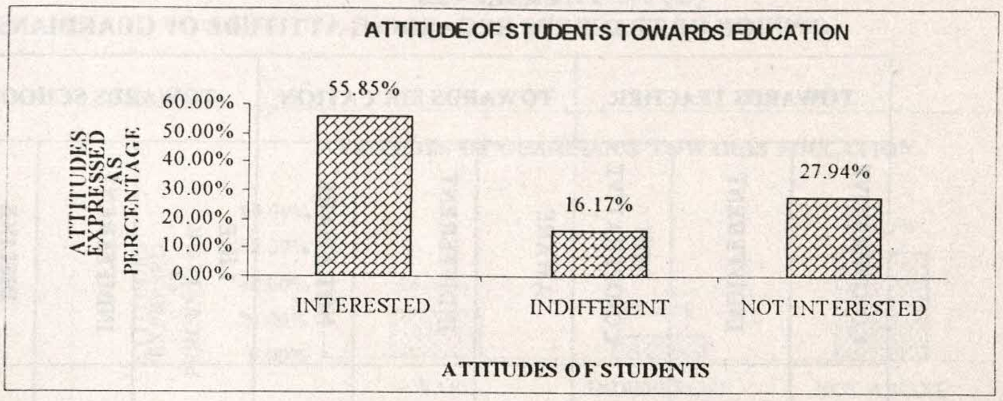


CHART-6.3 (C)

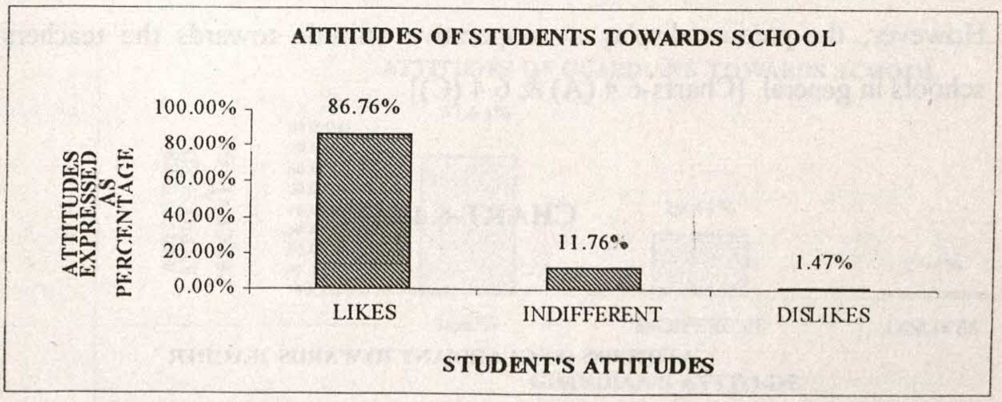


TABLE -6.6
OPINION OF TEACHERS REGARDING ATTITUDE OF GUARDIANS

TOWARDS TEACHER			TOWARDS EDUCATION			TOWARDS SCHOOL		
CO-OPERATIVE	INDIFFERENT	NON CO-OPERATIVE	AWARE	INDIFFERENT	NOT AWARE	LIKE	INDIFFERENT	DISLIKE
52 (76.47%)	13 (19.11%)	03 (4.11%)	18 (26.47%)	09 (13.23%)	41 (60.29%)	46 (67.64%)	20 (29.41%)	02 (2.94%)

- 60% of the teachers confirm that parents are not aware about the importance of education in the life of their wards. [Chart-6.4 (B)]
- However, the parents display a cooperative attitude towards the teachers and schools in general. [Charts-6.4 (A) & 6.4 (C)]

CHART-6.4 (A)

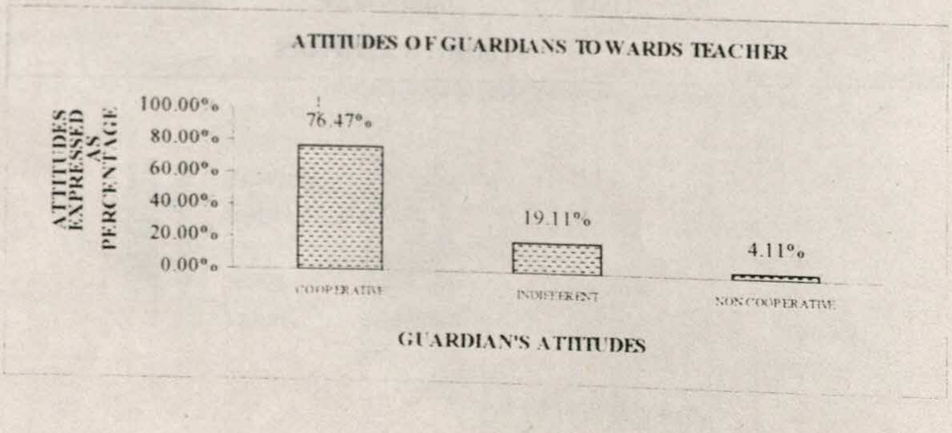


CHART-6.4 (B)

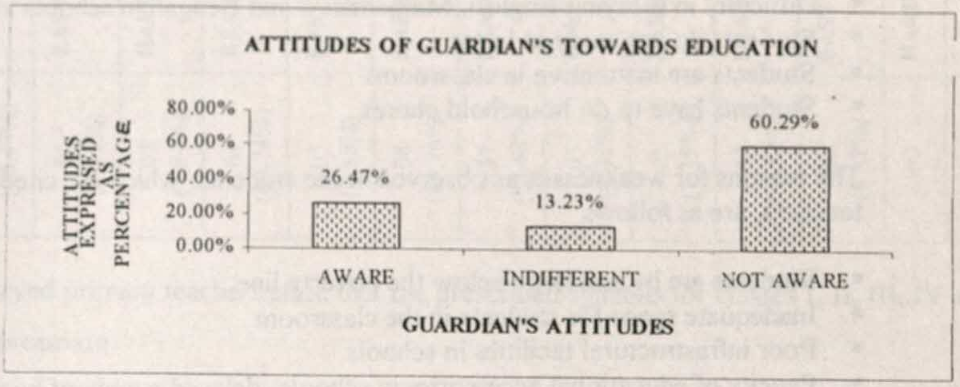
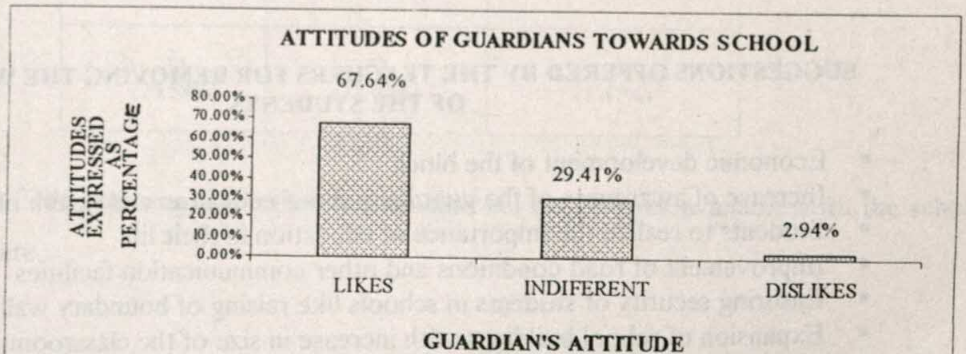


CHART-6.4 (C)



AREAS OF WEAKNESS OF STUDENTS AND REASONS THEREOF AS POINTED OUT BYTHE TEACHERS

Following are the areas of weakness as pointed out by the teachers:

- Irregular attendance of students in schools
- Absenteeism of students in schools
- Difficulty in studying English, Mathematics and Bengali in schools and at home
- Students do not study at home
- Students are inattentive in classrooms
- Students have to do household chores

The reasons for weaknesses as observed in the students, which are cited by the teachers, are as follows:

- Students are by and large below the poverty line
- Inadequate space for students in the classroom
- Poor infrastructural facilities in schools
- Paucity of educational accessories in schools- delayed supply of books etc
- Malnutrition of the students and other health related problems
- Absence of conducive atmosphere for study at home
- Parent's unawareness about the importance of education; parent's are mostly illiterate
- Inadequate community awareness about the importance of education

SUGGESTIONS OFFERED BY THE TEACHERS FOR REMOVING THE WEAKNESSES OF THE STUDENTS

- Economic development of the block
- Increase of awareness of the guardians about education and health of their ward
- Students to realize the importance of education in their life
- Improvement of road conditions and other communication facilities
- Ensuring security of students in schools like raising of boundary walls etc.
- Expansion of school buildings with increase in size of the classrooms
- Adequate and timely supply of books
- Recruitment of more teachers in the schools and not involving the teachers in work not related to school
- Campaigning for eradication of illiteracy in the area
- Government to provide economic support to students, families and also to school for its development
- Frequent meetings between the teachers and parents and V.E.C members

TABLE –6.7
OPINION OF TEACHERS ON PRESENT SYLLABUS

CLASS I			CLASS II			CLASS III			CLASS IV			CLASS V		
HARD	REASONABLE	EASY	HARD	REASONABLE	EASY	HARD	REASONABLE	EASY	HARD	REASONABLE	EASY	HARD	REASONABLE	EASY
11 (16.17%)	52 (76.47%)	05 (7.35%)	02 (2.94%)	61 (89.74%)	05 (7.35%)	08 (11.76%)	57 (83.82%)	03 (4.41%)	05 (7.35%)	57 (83.82%)	06 (8.82%)	00	09 (13.23%)	00

- The surveyed primary teachers state that the prescribed syllabus for classes I, II, III, IV and V are appropriate.

TABLE –6.8
OPINION OF TEACHERS ON THE AVAILABILITY OF EDUCATIONAL ACCESSORIES IN SCHOOLS

ADEQUATE	INADEQUATE	NOT AVAILABLE
14 (20.58%)	53 (77.94%)	01 (1.47%)

- 78% of the teachers opine that the educational accessories available with the schools are inadequate.

TABLE –6.9
OPINION OF TEACHERS ON LOCAL AMBIENCE OF SCHOOL

PEACEFUL			FRIENDLY			UNPLEASANT		
YES	NO	NO RESPONSE	YES	NO	NO RESPONSE	YES	NO	NO RESPONSE
42 (61.76%)	04 (5.88%)	22 (32.35%)	33 (48.52%)	03 (4.11%)	32 (47.05%)	15 (22.05%)	14 (20.58%)	39 (57.35%)

- It is seen from the above table that the teachers have mixed responses regarding the local ambience of schools of the surveyed area. Most of the teachers preferred not to respond to this question.

TABLE –6.10
OPINION OF TEACHERS ON REASONS FOR STUDENTS DROPPING OUT OF SCHOOLS

TOTAL NO.OF TEACHERS	HAVE TO DO HOUSEHOLD WORK	HELP IN FAMILY PROFESSION	HAVE TO EARN MONEY FOR LIVELIHOOD	PAUCITY OF SPACE IN CLASSROOM	NO OTHER FACILITIES IN CLASSROOMS	NOT INTERESTED IN STUDIES	ROAD CONDITION POOR	FAILED IN THE EXAMINAITION	CONVEYANCE FACILITIES NOT AVAILABLE	DOESNOT LIKE TO GO TO SCHOOL	NO NEARBY SCHOOLS	INCONVENIENT TIMING OF THE SCHOOL
68	63 (93%)	58	55 (81%)	33 (49%)	23	21 (31%)	19	13	09	08	07	05

- 93% (i.e., 63 out of 68) of teachers state that the students drop out of schools mainly due to their involvement in their household work, family profession etc.
- 81%(i.e., 55 out of 68) of teachers say that a large chunk of student population have to earn their living due to poor economic conditions of their family.
- 49% of teachers state that student dropout of school is also due to paucity of space in classrooms.
- 31 % of teachers allege that students themselves are not interested in studies.

TABLE –6.11
ROLE PLAYED BY THE VOLUNTARY ORGANIZATION

COOPERATIVE	INDIFFERENT	OBSTRUCTS	NO RESPONSE
24 (35.29%)	34 (50%)	02 (2.94%)	08 (11.76%)

- 50% of the teachers state that voluntary organizations in and outside the locality are in no way involved in any developmental activities of the schools.
- However only 36% of teachers opine that voluntary organization do cooperate with the schools.

MID-DAY MEAL SCENARIO IN SCHOOL

Out of the total 68 primary teachers surveyed, all of them opined that Mid-Day Meal scheme is regularly operative in their schools. In 10 schools, it is served before noon and in 55 other schools it is served between 1 p.m to 2 p.m.and in the remaining 3 schools after 2.00p.m.Meals are generally prepared by two female cooks in each school nominated either by the Village Education Committee members or any NGO functioning in that area. In few cases the meals are prepared by members from voluntary organizations functioning in that locality after which meals are served either by the teacher themselves or by the cooks and their helpers and even by the parents/guardians and NGO members.

SUGGESTED AREAS FOR IMPROVEMENT OF MID-DAY MEAL STATUS

- To increase the amount of money allotted per student
- Timely release of money from the government.
- To supply nutritious and sufficient amount of cereals to the students.
- Provision of dry food instead of cooked food.
- Constitution of separate committee for arranging mid-day meals in schools
- Responsibility of Mid-Day Meal to be taken away from the teachers and Managing Committee.
- To provide separate place for eating in schools.
- To increase of the number of cooks and also their salary.
- To make arrangements for separate kitchen and provide sufficient amount of other required ingredients for cooking.

CHAPTER- 7

DETAILS OF DATA COLLECTED COMMUNITY MEMBERS (CATEGORY –3)

SAMPLE PROFILE:

- Total number of Community Members: 30
- Village Education Committee members (V.E.C): 07
- Panchayat Pradhans: 09
- Upapradhans :05
- Karmadhyaksha: 02
- Panchayat members:07

Gram Panchayats included in the survey:

1. Gopalpur,
2. Matla –I & II
3. Itkhola
4. Dighirpar
5. Nikarighata
6. Daria
7. Hatpukuria
8. Bansra
9. Taldi

Occupations: Majority of the community members are daily labourers followed by agricultural workers, working in their own field. Others are engaged in their own business, cottage industries and some are in services.

TABLE –7.1
TOTAL NUMBER OF PRIMARY STUDENTS (5-10 YEARS) IN THE ABOVE MENTIONED GRAM PANCHAYATS FOR THE YEAR 2005-06

GENERAL			SCHEDULED CASTES.			SCHEDULED TRIBES.			MINORITY			CHILDREN WITH SPECIAL NEEDS		
GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL
1868	2071	3939	5678	5837	11515	259	297	556	3654	3791	7445	43	47	90

- Data collected from community members reveal that number of people belonging to SC community is largest in the area covered under survey followed by those of Minority group.

TABLE –7.2
TOTAL NUMBER OF NEVER ENROLLED BOYS AND GIRLS (5-10 YEARS) IN THE ABOVE MENTIONED GRAM PANCHAYATS FOR THE YEAR 2005-06

GENERAL			SCHEDULED CASTES.			SCHEDULED TRIBES.			MINORITY			CHILDREN WITH SPECIAL NEEDS		
GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL
220 (44.98%)	269 (55.01%)	489	887 (48.62%)	937 (51.37%)	1824	115 (50.21%)	114 (49.78%)	229	978 (50.00%)	978 (50.00%)	1956	00	00	00

(Percentage refers to the respective category)

- The community members stated that the number of never enrolled boys (2298 in number) is greater than that of girls (2200 in number). This trend of non-enrolment is maximum among the Minority Group followed by that in Scheduled Caste category.

TABLE –7.3
TOTAL NUMBER OF DROPOUT STUDENTS (5-10 YEARS) IN THE ABOVE MENTIONED GRAM PANCHAYATS FOR THE YEAR 2005-06

GENERAL			SCHEDULED CASTES.			SCHEDULED TRIBES.			MINORITY			CHILDREN WITH SPECIAL NEEDS		
GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL
25 (52.08%)	23 (47.91%)	48	73 (50.34%)	72 (49.65%)	145	12 (40.00%)	18 (60.00%)	30	339 (62.66%)	202 (37.33%)	541	00	00	00

(Percentage refers to the respective category)

- Continuing with the above, community members report that the number of dropouts is maximum in the Minority category with percentage of girl student

dropout being more than that of boy students. For all other categories, the number of dropouts among boys and girls are more or less equal.

TABLE –7.4
OPINION ON REASONS FOR DROPOUTS AND NON-ENROLMENT OF BOYS & GIRLS IN THE YEAR 2005-06

REASONS	NUMBER OF STUDENTS														
	GENERAL			SCHEDULED CASTES			SCHEDULED TRIBES			MINORITY			CHILDREN WITH SPECIAL NEEDS		
	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL	GIRLS	BOYS	TOTAL
No nearby schools	00	00	00	00	00	00	00	00	00	300	400	700	08	06	14
No proper transport facilities to school	04	08	12	20	80	100	00	00	00	00	00	00	00	00	00
Not interested in studies	40	42	82	137	148	285	22	18	40	156	151	307	00	00	00
Parents don't want their ward to study	00	00	00	61	46	107	03	02	05	76	66	142	00	00	00
Insufficient space in the classrooms	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
Have to do household work	69	76	145	256	243	499	32	20	52	111	106	217	00	00	00
Have to help in family profession	53	87	140	256	290	546	14	16	30	441	496	937	00	00	00
Have to earn for living	33	38	71	114	158	272	59	78	137	143	118	261	00	00	00
No special arrangement for CWSN	10	10	20	25	38	63	00	00	00	300	401	701	02	01	03
Others	00	00	00	17	11	28	00	00	00	00	00	00	00	00	00

(Responses not mutually exclusive)

- As is evident from the table above, the community members observe that students belonging to Minority group do not have the facility of nearby schools.
- Moreover, community members also observe that these students exhibit a general disinterest in studies and this is prominently reflected among SC and Minority students.

- It is seen that compared to all other category of students, SC students are mostly engaged in carrying out household chores whereas Minority students prefer to help in the running of family business.
- Both SC and Minority students have to earn their living to combat poverty in their families. This trend is also apparent to some extent among students of other categories as well.

MEASURES TAKEN BY THE COMMUNITY MEMBERS TO ADDRESS THE PROBLEMS OF DROPOUT AND NON-ENROLMENT OF STUDENTS

- Granting financial help to SC/ST/ Minorities and poor families. However no specific information was obtained and its impact was also not known.
- Conducting educational awareness programmes for parents, guardians, students etc.,
- Building of schools in areas having no schools
- Building shelters for the homeless, construction of roads and provision of other infrastructural facilities.
- Increasing the role of functionaries viz., Village Education Committee (V.E.C.), Mother-Teacher Association (M.T.A) etc
- Helping in economic development of the village by giving financial grants. Detailed report in this regard was not obtained.

Besides, the community members are also engaged in arranging the following activities for creating congenial environment in their areas:

- Workshops on Literacy, AIDS, Leprosy eradication, Mother's nutrition, Sanitation, Pulse polio immunization, Health awareness etc.
- Blood donation camps
- Eye and dental checkup camps

These programmes are held in the presence of Panchayat Pradhans and members, NGOs, Anganwadi workers, Teachers, Govt.officials, ICDS members, MTA members and other eminent persons. The principal target groups are the primary students, their parents and the villagers in general.

TABLE –7.5
DIFFERENT SUPPORTING ARRANGEMENTS IN SCHOOLS ORGANIZED BY THE COMMUNITY MEMBERS

NATURE	NUMBER OF COMMUNITY RESPONDENTS		
	SUPPORT RECEIVED	SUPPORT NOT RECEIVED	NO RESPONSE
SPORTS & CO-CURRICULAR ACTIVITIES	10	19	01
EDUCATIONAL EXCURSION & NATURE STUDY	04	24	02
EDUCATION & HEALTH AWARENESS PROGRAMMES	28	02	00
PROVISION OF DRINKING WATER	25	05	00
PROVISION OF TOILET FACILITIES	20	09	01
SPECIAL AND/0R SEPARATE HELP FOR SC/ST/MINORITIES/CWSN	04	22	04

- Community members in general remain inactive in addressing the common problems of the schools. However, most of them conduct education and health awareness programmes, crafts and drawing competition, helps in observation of various days like World Evirionment Day,Independence Day etc in their locality. They also endeavour to provide alternate arrangements for drinking water and toilet facilities to students and teachers and also help in organizing sports at both school and district level.

TABLE –7.6
RESPONSE OF COMMUNITY MEMBERS ON THE HELP RECEIVED FROM VOLUNTARY ORGANIZATIONS

	HELP RECEIVED	NO HELP RECEIVED	NO RESPONSE
NUMBER OF RESPONDENTS	06	23	01

- Members agree on the fact that no significant help as regards to the developmental activities of schools are received from the voluntary organizations, clubs etc. However few such organizations which come forward are Amtala Shanti Sangha, Canning Sishu Nalanda,Bandhu Mahal,Mahila Samity Durbadal Dighirpar,Prabhat Sangha Thakuraniberia,Shanti Sangha,Suryadai Sangha Narayangarh,New Tarun Sangha West Daria,Pally Mongol Sangha Bahirsona etc.

CHAPTER- 8

BREAKUP OF SAMPLED PARENTS (TOTAL 163) ACCORDING TO TWELVE EDUCATIONAL INDICATORS AS OBTAINED FROM THE SURVEY

Sl. No.	INDICATORS	CATEGORY OF PARENTS WITH NUMBER					
		GENERAL	S.C.	S.T.	O.B.C.	MINORITY	TOTAL
1.	Total no. of parents	5	65	20	12	61	163
2.	Type of family (Joint-J, Nuclear-N)	2J, 3N	12J, 53N	4J, 16N	1J, 11N	16J, 45N	35J, 128N
3.	(a) Illiterate father	0	8	7	2	9	26 (15.95%)
	(b) Illiterate mother	0	30	9	7	27	73 (44.78%)
	(c) Father passed Madhyamik examination	1	13	4	5	9	32 (19.63%)
	(d) Mother passed Madhyamik examination	0	8	0	0	3	11 (6.74%)
4.	Willingness to send wards to school	5	65	20	12	60	162 (99.38%)
5.	Very high importance of education in the life of the ward	4	45	15	9	35	108 (66.25%)
6.	Requirement of additional educational assistance at home	5	59	12	12	58	146 (89.57%)
7.	Adequacy of teachers in school	3	32	16	00	11	62 (38.03%)
8.	Provision of Mid-day Meal in school	4	64	20	12	55	155 (95.09%)
9.	Good condition of school	3	40	11	4	22	80 (49.07%)
10.	Good condition of classrooms	1	24	9	0	11	45 (27.60%)
11.	Number of Dropout children (out of 293)	0	3B, 2G	0	0	7B, 5G	17 (10B, 7G) (5.8%)
12.	Number of Never Enrolled children (out of 293)	0	2B, 4G	3B, 4G	2B, 0G	8B, 5G	28 (15B, 13G) (9.55%)

DETAILS OF DATA COLLECTED
PARENTS (GENERAL CASTE)
CATEGORY –4

SAMPLE PROFILE:

- No. of parents: 5
- Range of age of father surveyed: 40-50 years
- Range of age of mother surveyed: 30-45years

TABLE – 8a.1
NUMBER OF CHILDREN BETWEEN 5-10 YEARS OF AGE

BOYS				GIRLS			
TOTAL NUMBER	NO. OF SCHOOL GOING BOYS	DROPOUTS	NO RESPONSE	TOTAL NUMBER	NO. OF SCHOOL GOING GIRLS	DROPOUTS	NO RESPONSE
04	04	00	00	03	03	00	00

- Opinions of 5 parents belonging to General category have been obtained from the survey. These parents have 4 male and 3 female children altogether 7 children between 5-10 years of age. None of these children has dropped out of the schools.

TABLE – 8a.2 (A)
DISTANCE AND LOCATION OF SCHOOLS ATTENDED BY THE CHILDREN

	DISTANCE OF SCHOOL FROM RESIDENCE			LOCATION OF SCHOOL	
PARENT'S REPORT	WITHIN 1 KM	BETWEEN 1-3 KM	>3 KM	IN THE VILLAGE OF RESIDENCE	NOT IN THE VILLAGE OF RESIDENCE
	05	00	00	05	00

All the schools are located in their residential villages and are within a distance of 1 km from their residence.

TABLE – 8a.2 (B)
MODE OF TRANSPORT AVAILED BY THE WARD FOR REACHING SCHOOL

ON FOOT	CYCLE	RICKSHAW	BUS	OTHERS
05	00	00	00	00

- Schools being located nearby, children walk to and from schools.

SOCIO-ECONOMIC BACKGROUND OF THE FAMILY

TABLE – 8a.3 (A)
STRUCTURE OF FAMILY

NO. OF FAMILY	FAMILY STRUCTURE		
	NUCLEAR	JOINT	TOTAL
	03	02	05

TABLE – 8a.3 (B)
SIZE OF FAMILY

NO.OF MEMBERS PER FAMILY	NO. OF FAMILY
3	01
5	01
6	01
7	01
8	01
TOTAL	05

- Both joint and nuclear families are found among the General category. However, the maximum number of family members is found to be 8. This presumably is a joint family, the other having 7 members.

TABLE – 8a.3 (C)
EDUCATIONAL QUALIFICATION OF PARENTS

QUALIFICATION	NUMBER		
	FATHER	MOTHER	TOTAL
ILLITERATE	00	00	00
LITERATE	02	02	04
READ UPTO CLASS V	02	03	05
PASSED SCHOOL FINAL/MADHYAMIK AND ABOVE	01	00	01
NO RESPONSE	00	00	00
TOTAL NUMBER	05	05	10

- Out of the total 10 parents only 4 are just literate (2 mothers, 2 fathers), 5 others have read upto class V and only 1parent (father) has passed the Madhyamik examination.
- None of the parents in this category are illiterate.

TABLE – 8a.3 (D)
OCCUPATIONAL PATTERN OF PARENTS

OCCUPATIONAL CATEGORY	NUMBER
AGRICULTURAL WORKER	02
SERVICE	00
FISHING BUSINESS	00
COTTAGE INDUSTRY	00
BUSINESS	01
OTHERS	02
NO RESONSE	00
TOTAL	05

TABLE –8a.3 (E)
EARNING MEMBERS IN THE FAMILY
&
STATUS OF EARNING

NUMBER OF EARNING MEMBERS IN A FAMILY	NUMBER OF FAMILIES	STATUS OF EAR NING IN THE FAMILY (NO. OF FAMILIES)		
		BOTH PARENTS EARN	SINGLE PARENT EARNS	NO RESPONSE
1	4	00	04	01
2	0			
3	1			
TOTAL	05			

- 4 out of 5 families have only one earning member.
- There is one family where earning members are other than parents.

TABLE –8a.3 (F)
RANGE OF MONTHLY INCOME IN THE FAMILIES

RANGE OF FAMILY INCOME (Rs)	NUMBER OF FAMILIES
0-500	00
501-1000	01
1001-2000	03
2001-5000	01
5000-10000	00
> 10000	00
NO RESPONSE	00
TOTAL	05

- These families earn their livelihood either by working in the field or are into some business. Majority of the family (3 out of 5) belong to the income group of Rs1000 to 2000/-.

TABLE – 8a.4
RESPONSE OF PARENTS REGARDING SENDING OF WARD TO SCHOOL

WILLING	NOT WILLING	REASONS FOR SENDING WARD TO SCHOOL			
		INCREASED OPPORTUNITY OF SECURING JOBS	HELP FAMILY BUSINESS	BECOMING A GOOD CITIZEN	LEADING A STABLE LIFE
05	00	00	01	03	04

(Responses not mutually exclusive)

- All the parents are willing to send their wards to schools. They mainly want their children to become good citizen and lead a stable life. But none of them feels that education will enable their children to get jobs.

TABLE – 8a.5
DETAILS REGARDING PARENTS'PERCEPTION OF IMPORTANCE OF EDUCATION IN THE LIFE OF THEIR CHILDREN

IMPORTANCE OF EDUCATION IN THE LIFE OF THE WARD			QUALITY OF EDUCATION PROVIDED IN THE WARD'S SCHOOL					
VERY HIGH	MODERATE	NONE	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	VERY POOR
04	01	00	02	01	02	00	00	00

- Though all the parents are willing to send their wards to school, one family feels that education is not that important in their ward's life.
- Regarding quality of education provided to their wards at school, only 2out of 5 parents think that it is excellent.2 others say it is only but average.

TABLE –8a.6
ATTITUDE OF WARD TOWARDS EDUCATION AS PERCEIVED BY PARENTS

LIKING FOR EDUCATION			FAVOURITE SUBJECTS	REASONS FOR LIKING				SUBJECTS DISLIKED	REASONS FOR DISLIKING					
LIKES	DISLIKES	NO RESPONSE		CAN UNDERSTAND	FEEL HAPPY	BOOKS LIKED	TAUGHT WELL		SUBJECT DIFFICULT	SUBJECT NOT UNDERSTOOD	BOOKS NOT ATTRACTIVE	NOT TAUGHT	OTHERS	NO RESPONSE
05	00	00	1.BENGALI 2.GEOGRAPHY 3.HISTORY	03	02	02	02	1.ENGLISH 2.MATHMATICS 3.SCIENCE	03	02	01	00	00	00

- According to the perception of the parents, children are very keen to go to school. But they have rated their degree of interest/disinterest in school subjects viz., they have expressed ward's liking for Bengali, Geography and History and disliking for English, Mathematics and Science. Dislike for subjects in 50% of the cases is because of difficulty in understanding.

TABLE – 8a.7
RESPONSE REGARDING AVAILABILITY OF FACILITIES FOR STUDY AT HOME

SEPARATE PLACE FOR STUDYING AT HOME	AVAILABILITY OF BOOKS, COPIES ETC	NOT HAVING TO DO HOUSEHOLD CHORES	NO LOOKING AFTER SIBLINGS	NO SEARCHING FOR JOBS
01	02	04	03	03

(Data not mutually exclusive)

- From the above table it is apparent that parents (4 out of 5) are unable to provide any separate place for study to their ward.
- Parents (3 out of 5) cannot provide books, copies and other necessary educational accessories to their ward.
- Parents, however try not to engage their wards in various household activities.
- 3 out of 5 parents spare their wards the trouble of sibling care and job searching.

TABLE – 8a.8
RESPONSE REGARDING REQUIREMENT OF EXTRA EDUCATIONAL ASSISTANCE BY CHILDREN

ASSISTANCE REQUIRED	ASSISTANCE PROVIDED BY					ASSISTANCE NOT REQUIRED	NO RESPONSE
	PARENTS	OTHER FAMILY MEMBERS	PRIVATE TUTOR	COACHING CLASS	OTHERS		
05	04	01	01	02	00	00	00

- All the parents feel that apart from the guidance received from the teachers at schools, their children at home require extra assistance. Parents, in spite of their low level of literacy, try their best to provide as much help, encouragement and support as they can to their wards.
- One parent takes the help of private tutor and 2 others send their wards to coaching classes.

TABLE – 8a.9
RANGE OF MONTHLY EDUCATIONAL EXPENDITURE PER CHILD

MONTHLY EXPENDITURE (Rs)	NUMBER OF FAMILIES
NO EXPENSES	00
50-100	03
101-200	01
201-500	01
>500	00
NO RESPONSE	00
TOTAL	05

TABLE – 8a.10
VISIT BY PARENTS TO WARDS' SCHOOL & RESPONSE ON CONSULTATION WITH TEACHERS

	VISITS MADE	FREQUENCY OF VISIT					VISITS NOT MADE	CONSULTATION WITH TEACHERS		
		ONCE IN A MONTH	ONCE IN THREE MONTHS	ONCE IN SIX MONTHS	ONCE IN A YEAR	NO RESPONSE		CONSULTATION DONE	CONSULTATION NOT DONE	NO RESPONSE
NO. OF PARENTS	05	04	01	00	00	00	00	05	00	00

- All the 5 parents visit the schools of their ward and holds consultation with the teachers there regarding the performance of their ward and these visits are mostly monthly visits.

TABLE – 8a.11
RESPONSE OF PARENTS REGARDING SCHOOL OF THE WARD

CLASSES			NUMBER OF TEACHERS				ATTENDANCE OF TEACHERS			CONDITION OF CLASSROOM			PROVISION OF MID DAY MEAL			HOLIDAYS			CONDITION OF SCHOOL		
REGULAR	IRREGULAR	NO RESPONSE	ADEQUATE	INADEQ UATE	HIGHLY INADEQUATE	NO RESPONSE	REGULAR	IRREGULAR	NO RESPONSE	GOOD	SATISFACTORY	POOR	REGULAR	IRREGULAR	NOT AVAILABLE	SURPLUS	ADEQUATE	NOT RESPONSE	GOOD	SATISFACTORY	POOR
05	00	00	03	01	00	01	05	00	00	01	03	01	04	01	00	00	05	.00	03	02	00

- All the parents opine that regular classes are held in schools. Only 3 out of 5 parents say that the condition of school is good with classroom conditions being satisfactory. However, one of the parents say that the condition of the classroom is poor.
- Teachers take classes regularly, but according to one of the parents the number of teachers in his/her ward's school is not enough. One of the parents declined to respond to this question.
- One parent respondent declares that Mid-Day Meal in his/her ward's school is provided occasionally while all others feel it is regular.

TABLE – 8a.12
RESPONSE REGARDING EXTENT OF EDUCATION DESIREDTO BE GIVEN TO WARD

LEVEL UPTO WHICH EDUCATION IS DESIRED TO BE IMPARTED	EDUCATION TO BOYS	EDUCATION TO GIRLS
UPTO PRIMARY LEVEL	00	00
UPTO MADHYAMIK	02	00
UPTO HIGHER SECONDARY	02	00
UPTO GRADUATION	00	01
UPTO POSTGRADUATION	00	00
VOCATIONAL EDUCATION	00	00
NO RESPONSE	01	04
TOTAL NO. OF PARENTS	05	05

- As far as providing education to female children is concerned, 4 out of 5 parents declined to respond to this question. It seems to be the result of parent's indecision in this matter. Nevertheless, all girl children are sent to schools.
- Apparently no parents are interested in providing higher education or any kind of vocational education to their wards barring one parent who wants his/her female child to be a graduate.

TABLE – 8a.13
RESPONSE OF PARENTS ON THE NEED OF CHILDREN RECEIVING EDUCATION UPTO CLASS V

EDUCATION REQUIRED	EDUCATION NOT REQUIRED	NO RESPONSE	WEIGHTAGE OF EDUCATION FOR BOYS AND GIRLS	
			EQUAL	NOT EQUAL
05	00	00	05	00

- Parents feel that education is very essential for their children to become literate and lead a proper healthy and stable life. This would emancipate the children and make them self-sufficient.
- They also feel that both boys and girls should be provided equal education.

CHAPTER- 8b

DETAILS OF DATA COLLECTED PARENTS (SCHEDULED CASTE) CATEGORY –4

SAMPLE PROFILE:

- No. of Parents: 65
- Range of age of father surveyed: 30-50 years
- Range of age of mother surveyed: 26-50 years

The age difference of parents in this category is noticeably broader than that in General Category. This may be due to large number of parents in this category.

TABLE – 8b.1
NUMBER OF CHILDREN BETWEEN 5-10 YEARS OF AGE

BOYS				GIRLS			
TOTAL NUMBER	NO. OF SCHOOL GOING BOYS	DROPOUTS	NOT ENROLLED	TOTAL NUMBER	NO. OF SCHOOL GOING GIRLS	DROPOUTS	NOT ENROLLED
59	51	03	05	46	40	02	04

- 3 out of 59 boy students have dropped out of school and in case of girl students the number is only 2. Poverty has compelled 2 girl students to drop out of school in class III whereas in case of the boys they have left school in classes II and III mainly because they are not interested in studies. The total number of non-enrolled boys and girls is 9 and they are also not interested in pursuing education.

TABLE – 8b.2 (A)
DISTANCE & LOCAITON OF SCHOOLS ATTENDED BY THE CHILDREN

	DISTANCE OF SCHOOL FROM RESIDENCE			LOCATION OF SCHOOL	
	WITHIN 1 KM	BETWEEN 1-3 KM	>3 KM	IN THE VILLAGE OF RESIDENCE	NOT IN THE VILLAGE OF RESIDENCE
PARENT'S REPORT	58	07	00	48	17

- 26% of parents (i.e., 17 out of 65) opine that schools where their wards study are not in their village of residence. But in all cases the distance is within 3 K.m.

TABLE – 8b .2 (B)
MODE OF TRANSPORT AVAILED BY THE WARD FOR REACHING SCHOOL

ON FOOT	CYCLE	RICKSHAW	BUS	OTHERS
65	00	00	00	00

- All the students walk to and from schools and do not have to use any other conveyance facilities.

SOCIO-ECONOMIC BACKGROUND OF THE FAMILY

TABLE – 8b.3 (A)
STRUCTURE OF FAMILY

NO. OF FAMILY	FAMILY STRUCTURE		
	NUCLEAR	JOINT	TOTAL
	53	12	65

TABLE – 8b.3 (B)
SIZE OF FAMILY

NO.OF MEMBERS PER FAMILY	NO. OF FAMILY
2	1
3	3
4	17
5	23
6	9
7	4
8	3
9	3
11	1
12	1
TOTAL	65

- In 75% of families (49 out of 65), the number of members is between 4 to 6.
- Apparently number of family members in a Joint family ranges from 7 to 12,assuming that joint families are large families.

TABLE – 8b .3 (C)
EDUCATIONAL QUALIFICATION OF PARENTS

QUALIFICATION	NUMBER		
	FATHER	MOTHER	TOTAL
ILLITERATE	08	30	38
LITERATE	15	11	26
READ UPTO CLASS V	23	15	38
PASSED SCHOOL FINAL/MADHYAMIK AND ABOVE	13	08	21
NO RESPONSE	06	01	07
TOTAL NUMBER	65	65	130

- Cases of illiteracy are more among mothers (30 out of 65) than fathers (8 out of 65)

TABLE – 8b.3 (D)
OCCUPATIONAL PATTERN OF PARENTS

OCCUPATIONAL CATEGORY	NUMBER
AGRICULTURAL WORKER	29
SERVICE	02
FISHING BUSINESS	01
COTTAGE INDUSTRY	03
BUSINESS	09
OTHERS	21
TOTAL NUMBER	65

TABLE – 8b.3 (E)
EARNING MEMBERS IN THE FAMILY
&
STATUS OF EARNING

NUMBER OF EARNING MEMBERS IN A FAMILY	NUMBER OF FAMILIES	STATUS OF EAR NING IN THE FAMILY (NO. OF FAMILIES)		
		BOTH PARENTS EARN	SINGLE PARENT EARNS	NO RESPONSE
01	43			
02	14	15	49	01
03	6			
NO RESPONSE	02			
TOTAL	65			

TABLE – 8b.3 (F)
RANGE OF MONTHLY INCOME IN THE FAMILIES

RANGE OF FAMILY INCOME (Rs)	NUMBER OF FAMILIES
0-500	04
501-1000	22
1001-2000	26
2001-5000	11
5000-10000	00
> 10000	01
NO RESPONSE	01
TOTAL	65

- The monthly income range of overwhelming number of SC families (59 out of 65) lies between Rupees 500/- and 5000/- mostly having one earning member in the family (43 out of 65). However, there are four families with an income below Rupees 500/-.
- No family earns over Rupees 5000/- a month with an exception of one family whose monthly income is over Rs 10,000/-.

TABLE – 8b.4
RESPONSE OF PARENTS REGARDING SENDING OF WARD TO SCHOOL

WILLING	NOT WILLING	REASONS FOR SENDING WARD TO SCHOOL			
		INCREASED OPPORTUNITY OF SECURING JOBS	HELP FAMILY BUSINESS	BECOMING A GOOD CITIZEN	LEADING A STABLE LIFE
65	00	09	02	41	33

- It is apparent from the table that most parents see value of education to their children as a mean to become good citizens and lead a stable life rather than going for jobs.

TABLE – 8b.5
DETAILS REGARDING PARENTS' PERCEPTION OF IMPORTANCE OF EDUCATION IN THE LIFE OF THEIR CHILDREN

IMPORTANCE OF EDUCATION IN THE LIFE OF THE WARD			QUALITY OF EDUCATION PROVIDED IN THE WARD'S SCHOOL					
VERY HIGH	MODERATE	NONE	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	VERY FOOR
45	20	00	18	33	11	00	02	00

- 31% of parents (20 out of 65) feel that the need of education for their ward is only moderate however remaining 69% state that education for their ward is very imperative.
- Only 28 % of parents declare excellent quality of education is provided at their wards school; 2 parents point out that quality of education provided in their ward's school is poor.

TABLE – 8b.6
ATTITUDE OF WARD TOWARDS EDUCATION AS PERCEIVED BY PARENTS

LIKING FOR EDUCATION		REASONS FOR LIKING						REASONS FOR DISLIKING					
LIKES	DISLIKES	FAVOURITE SUBJECTS	CAN UNDERSTAND	FEEL HAPPY	BOOKS LIKED	TAUGHT WELL	SUBJECTS DISLIKED	SUBJECT DIFFICULT	SUBJECT NOT UNDERSTOOD	BOOKS NOT ATTRACTIVE	NOT TAUGHT WELL	OTHERS
63	02	1.BENGALI 2.MATHEMATICS 3.HISTORY	34	19	9	13	1.ENGLISH 2.GEOGRAPHY 3.SCIENCE	16	24	3	2	1

- 3% of parents (i.e., 2out of 65) feel that their wards are not interested in studying.
- According to the parents the most favourite subject of their ward is Bengali and the subject disliked most is English.The common reason cited is that Bengali is easy to understand (34 cases) whereas English is difficult (24 cases).

TABLE – 8b.7
RESPONSE REGARDING AVAILABILITY OF FACILITIES FOR STUDY AT HOME

SEPARATE PLACE FOR STUDYING AT HOME	AVAILABILITY OF BOOKS, COPIES ETC	NOT HAVING TO DO HOUSEHOLD CHORES	NO LOOKING AFTER SIBLINGS	NO SEARCHING FOR JOBS
28	55	39	44	42

- Parents affirm their wards get ample opportunities for studying at home. In most cases (55 families) there is no dearth of books and copies and they donot have to look after their siblings (44 families) or do household chores (39 families). More important they do not have look for jobs (42 families). Parents also provide separate place for studying at home (28 families). However it has come out from the survey that 5 girls spend 2/3 hours daily in Zari work and other factory work like Ampule cutting, incense stick making etc., to earn a paltry sum of Rs 60/- to Rs 150/- a month.4 boys on the other hand work in Chikan factory or are involved in certain gardening and cleaning activities to earn just Rs 150/- a month. In general most of the boys and girls in this age group spends at least 1/3 hours in doing household chores.

TABLE – 8b.8
RESPONSE REGARDING REQUIREMENT OF EXTRA EDUCATIONAL ASSISTANCE BY CHILDREN

ASSISTANCE REQUIRED	ASSISTANCE PROVIDED BY					ASSISTANCE NOT REQUIRED
	PARENTS	OTHER FAMILY MEMBERS	PRIVATE TUTOR	COACHING CLASS	OTHERS	
59	26	4	27	09	03	06

- 91% of parents (i.e., 59 out of 65) feel that their children require extra assistance outside school. Either parents themselves or private tutors cater to the assistance needed by the children.
- Only 6 parents feel that whatever guidance their wards receive from school is more than sufficient.

TABLE – 8b.9
RANGE OF MONTHLY EDUCATIONAL EXPENDITURE PER CHILD

MONTHLY EXPENDITURE (Rs)	NUMBER OF FAMILIES
NO EXPENSES	03
50-100	18
101-200	21
201-500	13
>500	02
NO RESPONSE	08
TOTAL	65

- 80% of parents have to bear an additional expenditure ranging from Rupees 50/- to 500/- for providing extra assistance to their children as far as their education is concerned. Moreover 2 parents even have to pay more than Rs 500/- for getting that extra assistance.

TABLE – 8b.10
VISIT BY PARENTS TO WARDS' SCHOOL AND RESPONSE ON CONSULTATION WITH TEACHERS

	VISITS MADE	FREQUENCY OF VISIT				VISITS NOT MADE	CONSULTATION WITH TEACHERS		
		ONCE INA MONTH	ONCE IN THREE MONTHS	ONCE IN SIX MONTHS	ONCE IN A YEAR		CONSULTATION DONE	CONSULTATION NOT DONE	NO RESPONSE
NO.OF PARENTS	59	33	17	08	01	06	50	13	02

- Apparently parents are very conscious about keeping in touch with schools. 91 % of parents (i.e., 59 out of 65) visit the schools of their ward and engage in consultation (50 of them actually) with the head teachers/teachers regarding the progress made by their children and also enquire about their conduct, attendance in school etc.
- Parents who are illiterate do not visit schools as they feel that they are not in a position to do anything for the teachers. Some, however opine that they do not have time for such things.

TABLE – 8b.11
RESPONSE OF PARENTS REGARDING SCHOOL OF THE WARD

CLASSES			NUMBER OF TEACHERS			ATTENDANCE OF TEACHERS			CONDITION OF CLASSROOM			PROVISION OF MID DAY MEAL			HOLIDAYS			CONDITION OF SCHOOL		
REGULAR	IRREGULAR	NO RESPONSE	ADEQUATE	INADEQ UATE	HIGHLY INADEQUATE	REGULAR	IRREGULAR	NO RESPONSE	GOOD	SATISFACTORY	POOR	REGULAR	IRREGULAR	NOT AVAILABLE	SURPLUS	ADEQUATE	NOT ENOUGH	GOOD	SATISFACTORY	POOR
62	03	00	32	26	07	62	02	01	24	40	01	64	01	00	02	59	04	40	25	00

- 95% of parents declare that classes are regularly held in schools but on the whole the condition of the classroom is satisfactory. However, one parent states that classroom condition is poor.
- 40% of parents (i.e., 26 out of 65) say that schools donot have adequate number of teachers.7 more parents draw out attention to the fact that number of teachers in certain schools are highly inadequate.
- 95% of parents say that teachers attend school and take classes regularly. One parent declined to answer this question. However, 2 other parents say that teachers donot attend school regularly.

- Mid-day Meal is provided in schools on a regular basis with the exception of one school in the area.

TABLE – 8b.12
RESPONSE REGARDING EXTENT OF EDUCATION DESIRED TO BE GIVEN TO WARD

LEVEL UPTO WHICH EDUCATION IS DESIRED TO BE IMPARTED	EDUCATION TO BOYS	EDUCATION TO GIRLS
UPTO PRIMARY LEVEL	02	01
UPTO MADHYAMIK	21	25
UPTO HIGHER SECONDARY	04	05
UPTO GRADUATION	14	06
UPTO POSTGRADUATION	05	03
VOCATIONAL EDUCATION	00	00
NO RESPONSE	19	25
TOTAL NO. PARENTS	65	65

- Regarding extent of education, most parents desire to educate their wards upto Madhyamik level. Very few parents wish higher education for their ward be it Higher Secondary, Graduation or Post Graduation.
- Nobody is interested in providing vocational training to his or her ward.
- Surprisingly parents (19 in case of boys and 25 in case of girls) remained silent on this question.

TABLE – 8b.13
RESPONSE OF PARENTS ON THE NEED OF CHILDREN RECEIVING EDUCATION UPTO CLASS V

EDUCATION REQUIRED	EDUCATION NOT REQUIRED	WEITHTAGE OF EDUCATION FOR BOYS AND GIRLS	
		EQUAL	NOT EQUAL
62	03	63	02

- 95% of parents (i.e., 62 out of 65) sense the need of providing a minimum of class V education, even more than that to their wards. This they feel would enable their children to become a good, social human being and get established in life.
- They (96%) also feel that equal educational opportunity should be provided to boys and girls, as both of them are not only equal in eyes of parents but also has equal right to education. Both boys and girls should get equal job opportunities and for it equivalent education needs to be imparted. This would in turn help the society to develop and flourish. Education for girls is required as girls are future mothers and education is absolutely essential for them to bring up their children. However, 2 parents feel that girls and boys donot require same level of education.

CHAPTER- 8c

DETAILS OF DATA COLLECTED
PARENTS (SCHEDULED TRIBE)
CATEGORY –4

SAMPLE PROFILE:

- No. of Parents: 20
- Range of age of father surveyed: 35-55 years
- Range of age of mother surveyed: 25-50 years

TABLE- 8c.1
NUMBER OF CHILDREN BETWEEN 5-10 YEARS OF AGE

BOYS				GIRLS			
TOTAL NUMBER	NO. OF SCHOOL GOING BOYS	DROPOUTS	NOT ENROLLED	TOTAL NUMBER	NO. OF SCHOOL GOING GIRLS	DROPOUTS	NOT ENROLLED
21	18	00	03	22	18	00	04

- 3 boys and 4 girls in this age group do not go to school. Presumably they are not enrolled. There is no drop out in this category. The reason for non-enrolment of boys and girls being that they are not interested in studies and hence do not like going to school. Instead they engage themselves in household works, farming activities or even work as daily labourers.

TABLE – 8c.2(A)
DISTANCE AND LOCATION OF SCHOOLS ATTENDED BY THE CHILDREN

	DISTANCE OF SCHOOL FROM RESIDENCE			LOCATION OF SCHOOL	
PARENT'S REPORT	WITHIN 1 KM	BETWEEN 1-3 KM	>3 KM	IN THE VILLAGE OF RESIDENCE	NOT IN THE VILLAGE OF RESIDENCE
	19	01	00	19	01

- From the table it is apparent that most of the schools where the wards study are located in the village of residence within a distance of 1 Km. Students, therefore, do not have to travel long distances to go to school.

TABLE –8c.2 (B)
MODE OF TRANSPORT AVAILED BY THE WARD FOR REACHING SCHOOL

ON FOOT	CYCLE	RICKSHAW	BUS	OTHERS
20	00	00	00	00

SOCIO-ECONOMIC BACKGROUND OF THE FAMILY

TABLE – 8c.3 (A)
STRUCTURE OF FAMILY

	FAMILY STRUCTURE		
NO. OF FAMILY	NUCLEAR	JOINT	TOTAL
	16	04	20

TABLE – 8c.3 (B)
SIZE OF FAMILY

NO.OF MEMBERS PER FAMILY	NO. OF FAMILY
3	1
4	2
5	5
6	4
7	3
8	3
9	1
10	1
TOTAL	20

- It is seen that families are mostly Nuclear in nature with 3 to 8 family members in each family. There are also 4 Joint families with 8,8,9,10 members respectively.

TABLE – 8c.3 (C)
EDUCATIONAL QUALIFICATION OF PARENTS

QUALIFICATION	NUMBER		
	FATHER	MOTHER	TOTAL
ILLITERATE	07	09	16
LITERATE	05	09	14
READ UPTO CLASS V	04	02	06
PASSED SCHOOL FINAL/MADHYAMIK AND ABOVE	04	00	04
NO RESPONSE	00	00	00
TOTAL NUMBER	20	20	40

- 16 out of 40 parents (7 fathers, 9 mothers) are illiterate.
- No mother has passed Madhyamik examination, only 2 of them have read upto class V.

TABLE – 8c.3 (D)
OCCUPATIONAL PATTERN OF PARENTS

OCCUPATIONAL CATEGORY	NUMBER
AGRICULTURAL WORKER	16
SERVICE	02
FISHING BUSINESS	00
COTTAGE INDUSTRY	00
BUSINESS	00
OTHERS	02
TOTAL NUMBER	20

- 80% of parents (i.e., 16 out of 20) earn their living by working in the farmlands.

TABLE – 8c.3 (E)
EARNING MEMBERS IN THE FAMILY
&
STATUS OF EARNING

<table>
<tr><th rowspan="2">NUMBER OF EARNING MEMBERS IN A FAMILY</th><th rowspan="2">NUMBER OF FAMILIES</th><th colspan="3">STATUS OF EAR NING IN THE FAMILY (NO. OF FAMILIES)</th></tr>
<tr><th>BOTH PARENTS EARN</th><th>SINGLE PARENT EARNS</th><th>NO RESPONSE</th></tr>
<tr><td>01</td><td>12</td><td rowspan="6">03</td><td rowspan="6">12</td><td rowspan="6">05</td></tr>
<tr><td>02</td><td>04</td></tr>
<tr><td>03</td><td>02</td></tr>
<tr><td>04</td><td>01</td></tr>
<tr><td>NO RESPONSE</td><td>01</td></tr>
<tr><td>TOTAL</td><td>20</td></tr>
</table>

Apparently there are families were earning members are other than parents.

TABLE – 8c.3 (F)
RANGE OF MONTHLY INCOME IN THE FAMILIES

RANGE OF FAMILY INCOME (Rs)	NUMBER OF FAMILIES
0-500	04
501-1000	07
1001-2000	06
2001-5000	01
5000-10000	02
> 10000	00
NO RESPONSE	00
TOTAL	20

- 13 out of 20 families have an income ranging from Rs 500/- to Rs 2000/-. Four families have an income below Rupees 500/- per month.
- Two families have monthly earning between Rs 5000/- and Rs10 000/-

TABLE – 8c.4
RESPONSE OF PARENTS REGARDING SENDING WARD TO SCHOOL

WILLING	NOT WILLING	REASONS FOR SENDING WARD TO SCHOOL			
		INCREASED OPPORTUNITY OF SECURING JOBS	HELP FAMILY BUSINESS	BECOMING A GOOD CITIZEN	LEADING A STABLE LIFE
20	00	05	00	13	09

- All the parents are interested in providing education to their wards mainly to ensure that they become good citizen and also are able to lead a stable life.
- Help in running family business is not the reason for sending wards to school for any of the parents.

TABLE – 8c.5
DETAILS REGARDING PARENTS' PERCEPTION ABOUT IMPORTANCE OF EDUCATION IN THE LIFE OF THEIR CHILDREN

IMPORTANCE OF EDUCATION IN THE LIFE OF THE WARD			QUALITY OF EDUCATION PROVIDED IN THE WARD'S SCHOOL					
VERY HIGH	MODERATE	NONE	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	VERY FOOR
15	05	00	02	14	04	00	00	00

- 75 %of parents (i.e., 15 out of 20) feel that education is very important in the life of their wards.
- Parents in general have a high opinion of their ward's school.

TABLE – 8c.6
ATTITUDE OF WARD TOWARDS EDUCATION AS PERCEIVED BY PARENTS

LIKING FOR EDUCATION		FAVOURITE SUBJECTS	REASONS FOR LIKING				SUBJECTS DISLIKED	REASONS FOR DISLIKING				
LIKES	DISLIKES		CAN UNDERSTAND	FEEL HAPPY	BOOKS LIKED	TAUGHT WELL		SUBJECT DIFFICULT	SUBJECT NOT UNDERSTOOD	BOOKS NOT ATTRACTIVE	NOT TAUGHT WELL	OTHERS
20	00	1.BENGALI 2.SCIENCE 3.MATHEMATICS	11	03	03	04	1.ENGLISH 2.HISTORY 3.GEOGRAPHY	04	04	02	00	00

- All the parents perceive that their wards have liking for education.
- Subject most liked by the children is Bengali and the main reason for it is that they can understand the subject better.
- Subject disliked by most is English as children find it to be a difficult subject. However, 10 parents did not specify their reasons for disliking

TABLE – 8c.7
RESPONSE REGARDING AVAILABILITY OF FACILITIES FOR STUDY AT HOME

SEPARATE PLACE FOR STUDYING AT HOME	AVAILABILITY OF BOOKS, COPIES ETC	NOT HAVING TO DO HOUSEHOLD CHORES	NO LOOKING AFTER SIBLINGS	NO SEARCHING FOR JOBS
07	09	09	06	09

- About 50% of the parents provide necessary facilities to their wards so that they can concentrate on studies. However, few boys and girls have to earn their living by working in chikan factory, boys work 8-10 hours daily and earn up to Rs 2000/- per month whereas girls work 1 hour daily earning Rs 200/- per month. Both boys and girls have to work at home for 1to 3 hours.

TABLE – 8c.8
RESPONSE REGARDING REQUIREMENT OF EXTRA EDUCATIONAL ASSISTANCE BY CHILDREN

ASSISTANCE REQUIRED	ASSISTANCE PROVIDED BY					ASSISTANCE NOT REQUIRED
	PARENTS	OTHER FAMILY MEMBERS	PRIVATE TUTOR	COACHING CLASS	OTHERS	
12	08	00	04	00	00	08

- 60% of parents (i.e., 12 out of 20) feel that their wards require additional educational assistance. Surprisingly in two-thirds of the cases the help comes from the parent themselves rather than the private tutors.

TABLE – 8c.9
RANGE OF MONTHLY EDUCATIONAL EXPENDITURE PER CHILD

MONTHLY EXPENDITURE (Rs)	NUMBER OF FAMILIES
NO EXPENSES	00
50-100	09
101-200	01
201-500	01
>500	01
NO RESPONSE	08
TOTAL	20

TABLE – 8c.10
VISIT BY PARENTS TO WARDS' SCHOOL & RESPONSE ON CONSULTATION WITH TEACHERS

	VISITS MADE	FREQUENCY OF VISIT				VISITS NOT MADE	CONSULTATION WITH TEACHERS		
		ONCE IN A MONTH	ONCE IN THREE MONTHS	ONCE IN SIX MONTHS	ONCE IN A YEAR		CONSULTATION DONE	CONSULTATION NOT DONE	NO RESPONSE
NO. OF PARENTS	18	07	06	02	03	02	17	02	01

- 18 out of 20 parents visit schools regularly apart from attending parent teacher meeting to enquire about the performances of their wards from teachers and also to check on teacher's attendance in schools.
- 2 parents do not feel the need of visiting the school of their ward as their wards are good in studies and teachers are all efficient.

TABLE – 8c.11
RESPONSE OF PARENTS REGARDING SCHOOL OF THE WARD

CLASSES			NUMBER OF TEACHERS			ATTENDANCE OF TEACHERS			CONDITION OF CLASSROOM			PROVISION OF MID DAY MEAL			HOLIDAYS			CONDITION OF SCHOOL		
REGULAR	IRREGULAR	NO RESPONSE	ADEQUATE	INADEQ UATE	HHIGHLY INADEQUATE	REGULAR	IRREGULAR	NO RESPONSE	GOOD	SATISFACTORY	POOR	REGULAR	IRREGULAR	NOT AVAILABLE	SURPLUS	ADEQUATE	NOT ENOUGH	GOOD	SATISFACTORY	POOR
19	00	01	16	04	00	20	00	00	09	11	00	20	00	00	00	16	03	11	09	00

- 20% of parents (i.e., 4 out of 20) state that number of teachers in schools is inadequate.
- Response to all other questions is favourable.

TABLE – 8c.12

RESPONSE REGARDING EXTENT OF EDUCATION DESIRED TO BE GIVEN TO WARD

LEVEL UPTO WHICH EDUCATION IS DESIRED TO BE IMPARTED	EDUCATION TO BOYS	EDUCATION TO GIRLS
UPTO PRIMARY LEVEL	01	01
UPTO MADHYAMIK	05	08
UPTO HIGHER SECONDARY	01	01
UPTO GRADUATION	02	01
UPTO POSTGRADUATION	04	00
VOCATIONAL EDUCATION	00	00
NO RESPONSE	07	09
TOTAL NO. OF GUARDIANS	20	20

- Noticeably parents (7 for boys, 9 for girls) did not respond to this question. This may be because they have not yet taken decision on this matter.
- Parents are more interested in educating their daughters up to Madhyamik than their sons.
- Higher education, though in limited number of cases is preferred for sons than for daughters.

TABLE – 8c.13

RESPONSE OF PARENTS ON CHILDREN RECEIVING EDUCATION UPTO CLASS V

EDUCATION REQUIRED	EDUCATION NOT REQUIRED	WEIGHTAGE OF EDUCATION FOR BOYS AND GIRLS	
		EQUAL	NOT EQUAL
18	02	20	00

- 90 % of parents (ie.,18 out of 20) feel that a minimum education up to class V is required for their wards so that they can read ,write and contribute to the development of the society as well as the country.
- Parents feel that boys and girls should get equal opportunity of education as both of them are equally important to the parents and girls on being educated can be married off to good family and not be cheated in the process.

CHAPTER- 8d
DETAILS OF DATA COLLECTED
***PARENTS* (OTHER BACKWARD CLASS)**
CATEGORY –4

SAMPLE PROFILE:

- No. of Parents: 12
- Range of age of father surveyed: 28-55 years
- Range of age of mother surveyed: 22-40 years

TABLE -8d.1
NUMBER OF CHILDREN BETWEEN 5-10 YEARS OF AGE

BOYS				GIRLS			
TOTAL NUMBER	NO. OF SCHOOL GOING BOYS	DROPOUTS	NOT ENROLLED	TOTAL NUMBER	NO. OF SCHOOL GOING GIRLS	DROPOUTS	NOT ENROLLED
13	11	00	02	05	05	00	00

- No dropout has been reported among male and female children. However, 2 boys are non-enrolled and both of them stay at home and help the respective families in carrying out household activities apart from working as a daily agricultural labourer. Reasons for their not going to school are not obtained from the survey.

TABLE – 8d.2 (A)
DISTANCE AND LOCATION OF SCHOOLS ATTENDED BY THE CHILDREN

	DISTANCE OF SCHOOL FROM RESIDENCE			LOCATION OF SCHOOL	
PARENT,S REPORT	WITHIN 1 KM	BETWEEN 1-3 KM	>3 KM	IN THE VILLAGE OF RESIDENCE	NOT IN THE VILLAGE OF RESIDENCE
	12	00	00	12	00

- The schools of the children are located within a distance of 1Km from their residence in the own village.

TABLE – 8d.2 (B)
MODE OF TRANSPORT AVAILED BY THE WARD FOR REACHING SCHOOL

ON FOOT	CYCLE	RICKSHAW	BUS	OTHERS
12	00	00	00	00

SOCIO-ECONOMIC BACKGROUND OF THE FAMILY

TABLE – 8d.3 (A)
STRUCTURE OF THE FAMILY

	FAMILY STRUCTURE		
NO. OF FAMILY	NUCLEAR	JOINT	TOTAL
	11	01	12

TABLE – 8d.3 (B)
SIZE OF FAMILY

NO.OF MEMBERS PER FAMILY	NO. OF FAMILY
3	01
4	03
5	04
6	03
NO RESPONSE	01
TOTAL	12

- 11 out of 12 families are nuclear in nature with number of family members ranging from 3 to 6.

TABLE – 8d.3 (C)
EDUCATIONAL QUALIFICATION OF PARENTS

QUALIFICATION	NUMBER		
	FATHER	MOTHER	TOTAL
ILLITERATE	02	07	09
LITERATE	03	02	05
READ UPTO CLASS V	02	03	05
PASSED SCHOOL FINAL/MADHYAMIK AND ABOVE	05	00	05
NO RESPONSE	00	00	00
TOTAL NUMBER	12	12	24

- 58% of mothers are illiterate- (i.e,7 out of 12) as compared to the fathers.
- Only 42% of fathers (i.e:, 5 out of 12 fathers) have passed Madhyamik examination.
- None of the mothers has passed Madhyamik examination.

TABLE – 8d.3 (D)
OCCUPATIONAL PATTERN OF PARENTS

OCCUPATIONAL CATEGORY	NUMBER
AGRICULTURAL WORKER	07
SERVICE	00
FISHING BUSINESS	00
COTTAGE INDUSTRY	01
BUSINESS	01
OTHERS	01
NO RESPONSE	02
TOTAL NUMBER	12

TABLE – 8d.3 (E)
EARNING MEMBERS IN THE FAMILY
&
STATUS OF EARNING

NUMBER OF EARNING MEMBERS IN A FAMILY	NUMBER OF FAMILIES	STATUS OF EAR NING IN THE FAMILY (NO. OF FAMILIES)		
		BOTH PARENTS EARN	SINGLE PARENT EARNS	NO RESPONSE
1	06	06	06	00
2	05			
5	01			
TOTAL	12			

- 50% of families surveyed have only one earning member.
- One family has more than two earning members, the actually number being 5 and they are not parents.

TABLE – 8d.3 (F)
RANGE OF MONTHLY INCOME IN THE FAMILIES

RANGE OF FAMILY INCOME (Rs)	NUMBER OF FAMILIES
0-500	00
501-1000	05
1001-2000	05
2001-5000	02
TOTAL	12

- The families earn their living mainly by working in the field. Only 2 families have an income between Rs 2000/- to Rs5000/-.

TABLE – 8d.4
ATTITUDES OF PARENTS REGARDING SENDING OF WARD TO SCHOOL

WILLING	NOT WILLING	REASONS FOR SENDING WARD TO SCHOOL			
		INCREASED OPPORTUNITY OF SECURING JOBS	HELP FAMILY BUSINESS	BECOMING A GOOD CITIZEN	LEADING A STABLE LIFE
12	00	06	01	08	06

- All the parents are enthusiastic about sending their wards to schools. They feel that this will improve their opportunity of getting jobs, becoming good citizen and above all lead a stable life.

TABLE – 8d.5
DETAILS REGARDING PARENTS' PERCEPTION OF IMPORTANCE OF EDUCATION IN THE LIFE OF THEIR CHILDREN

IMPORTANCE OF EDUCATION IN THE LIFE OF THE WARD			QUALITY OF EDUCATION PROVIDED IN THE WARD'S SCHOOL					
VERY HIGH	MODERATE	NONE	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	VERY POOR
09	03	00	02	10	00	00	00	00

- 75% of the parents (i.e., 9 out of 12) think that education is essential in the life of their ward. However, other 3 parents have a slightly different opinion.
- Regarding quality of education provided to their ward at school, only 17 % (i.e., 2 out of 12) of parents opine that it is excellent. But all others feel that it is above average.

TABLE – 8d.6
ATTITUDE OF WARD TOWARDS EDUCATION AS PERCEIVED BY PARENTS

LIKING FOR EDUCATION		FAVOURITE SUBJECTS	REASONS FOR LIKING				SUBJECTS DISLIKED	REASONS FOR DISLIKING				
LIKES	DISLIKES		CAN UNDERSTAND	FEEL HAPPY	BOOKS LIKED	TAUGHT WELL		SUBJECT DIFFICULT	SUBJECT NOT UNDERSTOOD	BOOKS NOT ATTRACTIVE	NOT TAUGHT WELL	OTHERS
10	02	1.BENGALI 2. HISTORY 3.ENGLISH	11	05	05	03	1.MATHEMATICS 2.GEOGRAPHY 3.SCIENCE	09	05	05	00	00

- 17% of parents (i.e., 2 out of 12) sense that their wards do not fancy studying
- Subject most liked by them is Bengali. The reason cited for this is that Bengali is easy to comprehend.
- Subject mostly disliked by students is Mathematics; the reason being it is a difficult subject.

TABLE - 8d.7
RESPONSE REGARDING AVAILABILITY OF FACILITIES FOR STUDY AT HOME

SEPARATE PLACE FOR STUDYING AT HOME	AVAILABILITY OF BOOKS, COPIES ETC	NOT HAVING TO DO HOUSEHOLD CHORES	NO LOOKING AFTER SIBLINGS	NO SEARCHING FOR JOBS
00	09	06	11	06

- Except having separate place for studying, the wards are in possession of all other facilities like books, copies etc. They also do not have to look after their siblings.50% of them do not have to perform household chores or search for jobs. Boys who have to work at home spend 1 to 3 hours time and even in some case it is more than 3 hours per day and for girls it is always within 3 hours.It has found from the survey that 1 boy has to work 8 hours per day in a chikan factory for an earning of Rs 500/- a month.

TABLE – 8d.8
RESPONSE REGARDING REQUIREMENT OF EXTRA EDUCATIONAL ASSISTANCE BY CHILDREN

ASSISTANCE REQUIRED	ASSISTANCE PROVIDED BY					FACILITIES NOT REQUIRED
	PARENTS	OTHER FAMILY MEMBERS	PRIVATE TUTOR	COACHING CLASS	OTHERS	
12	07	02	11	00	01	00

- All the parents state that their wards need additional educational assistance. These are provided in the form of parental help, private tuition etc. All the parents barring one say that their wards have to take private tuition.

TABLE – 8d.9
RANGE OF MONTHLY EDUCATIONAL EXPENDITURE PER CHILD

MONTHLY EXPENDITURE (Rs)	NUMBER OF FAMILIES
NO EXPENSES	00
50-100	10
101-200	01
201-500	00
>500	00
NO RESPONSE	01
TOTAL	12

- It is seen that most of the parents (83 %) have to bear an additional expenditure lying within the range of Rs 50-100 for providing the needed extra assistance to their ward.

TABLE – 8d.10
VISIT BY PARENTS TO WARDS' SCHOOL & RESPONSE ON CONSULTATION WITH TEACHERS

	VISITS MADE	FREQUENCY OF VISIT				VISITS NOT MADE	CONSULTATION WITH TEACHERS		
		ONCE INA MONTH	ONCE IN THREE MONTHS	ONCE IN SIX MONTHS	ONCE IN A YEAR		CONSULTATION DONE	CONSULTATION NOT DONE	NO RESPONSE
NO. OF PARENTS	11	08	02	01	00	01	10	02	00

- 92% of parents (i.e, 11 out of 12) visit schools and 83% of them (i.e., 10 out of 12) hold consultations with the teachers regarding the progress/problem faced by their wards on a regular basis. They enquire about the conduct of their children and also keep an eye on school's day-to-day functioning and attendance of teachers. These visits are mostly made once in a month.
- It is seen that illiterate parents do not visit schools and the reason cited by them is that they do not know what to talk and how to talk with the teachers.

TABLE - 8d.11
RESPONSE OF PARENTS REGARDING SCHOOL OF THE WARD

CLASSES			NUMBER OF TEACHERS			ATTENDANCE OF TEACHERS			CONDITION OF CLASSROOM			PROVISION OF MID- DAY MEAL			HOLIDAYS			CONDITION OF SCHOOL		
REGULAR	IRREGULAR	NO RESPONSE	ADEQUATE	INADEQ UATE	HIGHLY INADEUQTE	REGULAR	IRREGULAR	NO RESPONSE	GOOD	SATISFACTORY	POOR	REGULAR	IRREGULAR	NOT AVAILABLE	SURPLUS	ADEQUATE	NOT ENOUGH	GOOD	SATISFACTORY	POOR
12	00	00	00	12	00	12	00	00	00	11	01	12	00	00	00	05	07	04	08	00

- Only 33% of parents (i.e., 4 out of 12) feel that condition of schools in their villages is good.
- No parent reckons that conditions of the classrooms in the schools are good, but 11 out of 12 parents say that it is satisfactory.
- Parents declare that the number of teachers in the schools is inadequate, however their attendance in schools is regular.
- Inspite of all these handicaps, classes are regularly held in schools.
- Mid-day Meal is consistently provided in the schools.

TABLE – 8d.12
RESPONSE REGARDING EXTENT OF EDUCATION DESIRED TO BE GIVEN TO WARD

LEVEL UPTO WHICH EDUCATION IS DESIRED TO BE IMPARTED	EDUCATION TO BOYS	EDUCATION TO GIRLS
UPTO PRIMARY LEVEL	00	00
UPTO MADHYAMIK	06	03
UPTO HIGHER SECONDARY	00	01
UPTO GRADUATION	01	01
UPTO POSTGRADUATION	01	02
VOCATIONAL EDUCATION	00	00
NO RESPONSE	04	05
TOTAL NO. OF PARENTS	12	12

- 50% of parents want to provide a minimum of education that is upto Madhyamik level to their boy child In case of girl child, the parent percentage is only 25%(i.e., 3 out of 12 parents only).
- From the table it is apparent that parents prefer higher education for their girl child.
- None of them is interested in providing vocational education to their ward.

TABLE – 8d.13
RESPONSE OF PARENTS ON THE NEED CHILDREN RECEIVING EDUCATION UPTO CLASS V

EDUCATION REQUIRED	EDUCATION NOT REQUIRED	NATURE OF EDUCATION FOR BOYS AND GIRLS	
		EQUAL	NOT EQUAL
12	00	11	01

- All parents feel that education up to class V is a need for their children. This is to ensure that he learns to read, write, sign his/her own name and calculate and avoid getting cheated in life. Parents believe that better marriage proposals might come for educated girls than for an uneducated girl.
- Parents however feel that minimum education should not be restricted to class V but should be extended beyond that.
- One of the parents believe that boys and girls do not require equivalent education.

CHAPTER- 8e

DETAILS OF DATA COLLECTED PARENTS (MINORITY) *(CATEGORY –4)*

SAMPLE PROFILE:

- No. of parents: 61
- Range of age of father surveyed: 31-56 years
- Range of age of mother surveyed: 25-50 years

TABLE – 8e.1
NUMBER OF CHILDREN BETWEEN 5-10 YEARS OF AGE

BOYS				GIRLS			
TOTAL NUMBER	NO. OF SCHOOL GOING BOYS	DROPOUTS	NOT ENROLLED	TOTAL NUMBER	NO. OF SCHOOL GOING GIRLS	DROPOUTS	NOT ENROLLED
64	49	07	08	57	47	05	05

- Parents reported that 7 of their male and 5 of their female children have dropped out of school. It has been found from the survey that 2 boys have dropped in class I and 2 boys in classes II and V respectively. One girl has dropped out in class V.For others data is not obtained. There are 8 never enrolled boys and 5 never enrolled girls in this category. Those who do not go to schools are engaged in household chores, animal husbandry, cottage industry family businesses etc. Moreover they do not have any interest in studies. Some of them don't even have nearby schools to attend. Some parents even say that there are not adequate spaces in classrooms, road conditions are also poor.

TABLE – 8e.2 (A)
DISTANCE & LOCATION OF SCHOOLS ATTENDED BY THE CHILDREN

	DISTANCE OF SCHOOL FROM RESIDENCE			LOCATION OF SCHOOL	
PARENT'S REPORTS	WITHIN 1 KM	BETWEEN 1-3 KM	>3 KM	IN THE VILLAGE OF RESIDENCE	NOT IN THE VILLAGE OF RESIDENCE
	47	13	01	46	15

- It is observed that the number of schools situated outside the learner's village of residence is relatively larger in this category than in the others.

TABLE – 8e.2 (B)
MODE OF TRANSPORT AVAILED BY THE WARD FOR REACHING SCHOOL

TABLE – 8c.2 (B)
MODE OF TRANSPORT AVAILED BY THE WARD FOR REACHING SCHOOL

ON FOOT	CYCLE	RICKSHAW	BUS	OTHERS
61	00	00	00	00

- Despite the fact that 15 schools are located out side the residential village, and the distance in one case is more than 3 Km, children go to school on foot.

SOCIO-ECONOMIC BACKGROUND OF THE FAMILY

TABLE – 8c.3 (A)
STRUCTURE OF FAMILY

	FAMILY STRUCTURE		
	NUCLEAR	JOINT	TOTAL
NO. OF FAMILY	45	16	61

TABLE – 8c.3 (B)
SIZE OF FAMILY

NO.OF MEMBERS PER FAMILY	NO. OF FAMILY
4	03
5	12
6	11
7	11
8	05
9	06
10	05
11	02
12	03
17	01
20	01
NO RESPONSE	01
TOTAL	61

- There are 16 joint and 45 nuclear families with family member ranging from 4 to 20 per family. 56% of families (i.e., 34 out 61) have 5-7 members.

TABLE – 8e.3 (C)
EDUCATIONAL QUALIFICATION OF PARENTS

QUALIFICATION	NUMBER		
	FATHER	MOTHER	TOTAL
ILLITERATE	09	27	36
LITERATE	17	14	31
READ UPTO CLASS V	21	16	37
PASSED SCHOOL FINAL/MADHYAMIK AND ABOVE	09	03	12
NO RESPONSE	05	01	06
TOTAL NUMBER	61	61	122

- Out of the total of 122 parents both father and mother, 30% of them are illiterate (27 mothers, 9 fathers). Illiteracy among mothers (27 out of 61) is particularly high.
- Only 10% of parents (i.e,12 out of 122) have crossed the boundary of Madhyamik examination (3mothers and 9 fathers).
- A total of 6 parents declined to respond to this question.

TABLE – 8e.3 (D)
OCCUPATIONAL PATTERN OF PARENTS

OCCUPATIONAL CATEGORY	NUMBER
AGRICULTURAL WORKER	37
SERVICE	03
FISHING BUSINESS	02
COTTAGE INDUSTRY	07
BUSINESS	04
OTHERS	06
NO RESONSE	02
TOTAL NUMBER	61

- 61% of the families earn their livelihood by farming in his own land or in that of others.
- 2 out of 61 families did not respond to this question.
- A distant second in the list of occupations is cottage industry with 7 families.

TABLE –8c.3 (E)
EARNING MEMBERS IN THE FAMILY
&
STATUS OF EARNING

NUMBER OF EARNING MEMBERS IN A FAMILY	NUMBER OF FAMILIES	STATUS OF EAR NING IN THE FAMILY (NO. OF FAMILIES)		
		BOTH PARENTS EARN	SINGLE PARENT EARNS	NO RESPONSE
1	34	05	46	10
2	17			
3	7			
4	1			
5	1			
8	1			
TOTAL	61			

- From the table it is observed that 56% of families (i.e., 34 out of 61) have only one earning member. Apparently there are families where earning members are other than parents.

TABLE – 8c.3 (F)
RANGE OF MONTHLY INCOME IN THE FAMILIES

RANGE OF FAMILY INCOME (Rs)	NUMBER OF FAMILIES
0-500	03
501-1000	21
1001-2000	28
2001-5000	07
5000-10000	00
> 10000	01
NO RESPONSE	01
TOTAL	61

More than 85 % of families (i.e., 52 out of 61) belong to the income group of Rs 500- 2000/-
There are very few families (i.e., 7 out of 61) whose monthly income exceeds Rs 2000/- a month.

TABLE – 8e.4
ATTITUDE OF PARENTS REGARDING SENDING OF WARD TO SCHOOL

WILLING	NOT WILLING	REASONS FOR SENDING WARD TO SCHOOL			
		INCREASED OPPORTUNITY OF SECURING JOBS	HELP FAMILY BUSINESS	BECOMING A GOOD CITIZEN	LEADING A STABLE LIFE
60	01	05	02	34	28

- One parent in this category is not willing to send his/her ward to school. Most parents want their children to become good citizen and to lead a stable life.

TABLE – 8e.5
DETAILS REGARDING PARENTS' PERCEPTION OF IMPORTANCE OF EDUCATION IN THE LIFE OF THEIR CHILDREN

IMPORTANCE OF EDUCATION IN THE LIFE OF THE WARD			QUALITY OF EDUCATION PROVIDED IN THE WARD'S SCHOOL					
VERY HIGH	MODERATE	NONE	EXCELLENT	GOOD	AVERAGE	FAIR	POOR	VERY FOOR
35	25	01	16	21	15	00	09	00

- One of the parents has stated that education is not important in his/her ward's life. In the same tune 25 out of 61 parents have affirmed that education is moderately required in their ward's life.
- Some parents (9 out 61) feel that the quality of education provided in their ward's school is poor.

TABLE –8e.6
ATTITUDE OF WARD TOWARDS EDUCATION AS PERCEIVED BY PARENTS

LIKING FOR EDUCATION			FAVOURITE SUBJECTS	REASONS FOR LIKING				SUBJECTS DISLIKED	REASONS FOR DISLIKING					
LIKES	DISLIKES	NO RESPONSE		CAN UNDERSTAND	FEEL HAPPY	BOOKS LIKED	TAUGHT WELL		SUBJECT DIFFICULT	SUBJECT NOT UNDERSTOOD	BOOKS NOT APPEALING	NOT TAUGHT WELL	OTHERS	NO RESPONSE
57	00	04	1.BENGALI 2.MATHEMATICS 3.HISTORY	45	08	02	08	1.ENGLISH 2.GEOGRAPHY 3.SCIENCE	32	13	02	02	00	02

- 4 parents did not respond to this question.
- Parents say that Bengali is the subject which is mostly liked by their children.
- Children don't like to study English because they feel that it is a hard subject and is not easily understood.

TABLE – 8c.7

RESPONSE REGARDING AVAILABILITY OF FACILITIES FOR STUDY AT HOME

SEPARATE PLACE FOR STUDYING AT HOME	AVAILABILITY OF BOOKS, COPIES ETC	NOT HAVING TO DO HOUSEHOLD CHORES	NO LOOKING AFTER SIBLINGS	NO SEARCHING FOR JOBS
23	36	22	21	22

- A majority of parents cannot relieve their wards of domestic pressure as indicated in the above table. Children have to work for as long as 3 hours daily at home. For earning, boys and girls have to work either in chikan and zari factory for 4-5 hours daily and earn up to Rs 1200/- per month. Their minimum working hour is 1 hour and the maximum being 15 hours per day.

TABLE – 8c.8

RESPONSE REGARDING REQUIREMENT OF EXTRA EDUCATIONAL ASSISTANCE BY CHILDREN

ASSISTANCE REQUIRED	ASSISTANCE PROVIDED BY					ASSISTANCE NOT REQUIRED	NO RESPONSE
	PARENTS	OTHER FAMILY MEMBERS	PRIVATE TUTOR	COACHING CLASS	OTHERS		
58	26	06	18	03	11	02	01

- 2 out of 61 parents feel that their wards do not require extra assistance. But remaining 21 feel the need of providing such help either through private tutors or coaching classes etc. In case of 32 families, parents and other family members themselves come forward to help their children.
- The category of 'assistance by others' is not known for certain.

TABLE – 8c.9

RANGE OF MONTHLY EDUCATIONAL EXPENDITURE PER CHILD

MONTHLY EXPENDITURE (Rs)	NUMBER OF FAMILIES
NO EXPENSES	02
50-100	25
101-200	11
201-500	06
>500	03
NO RESPONSE	14
TOTAL	61

TABLE – 8e.10
VISIT BY PARENTS TO WARDS' SCHOOL
& RESPONSE ON CONSULTATION WITH TEACHERS

	VISITS MADE	FREQUENCY OF VISIT					VISITS NOT MADE	CONSULTATION WITH TEACHERS		
		ONCE INA MONTH	ONCE IN THREE MONTHS	ONCE IN SIX MONTHS	ONCE IN A YEAR	NO RESPONSE		CONSULTATION DONE	CONSULTATION NOT DONE	NO RESPONSE
NO.OF PARENTS	51	32	09	03	01	06	10	48	13	00

- 84% (i.e., 51 out of 61) of parents visit schools to enquire about the problems faced by their wards and progress made by them. They also attend parent teachers meeting for this purpose. They try to ensure teachers regular attendance in school and also whether they are taking the scheduled classes. They also enquire about the status of Mid-Day Meal that is being provided to the students. Parents consult with the teachers about the manner in which they could educate their child amidst their poor economical conditions.
- However, 10 parents donot visit schools in this regard. The reason cited for this is that parents either donot have time or he/she does not feel it necessary to consult with the teachers because he/she thinks that their ward is good in studies

TABLE – 8e.11
RESPONSE OF PARENTS REGARDING SCHOOL OF THE WARD

CLASSES			NUMBER OF TEACHERS				ATTENDANCE OF TEACHERS			CONDITION OF CLASSROOM			PROVISION OF MID DAY MEAL			HOLIDAYS			CONDITION OF SCHOOL		
REGULAR	IRREGULAR	NO RESPONSE	ADEQUATE	INADEQ UATE	HIGHLY INADEQUATE	NO RESPONSE	REGULAR	IRREGULAR	NO RESPONSE	GOOD	SATISFACTORY	POOR	REGULAR	IRREGULAR	NOT AVAILABLE	SURPLUS	ADEQUATE	NOT RESPONSE	GOOD	SATISFACTORY	POOR
57	04	00	11	45	4	1	57	03	01	11	40	10	55	06	00	02	58	01	22	31	08

- 8 parents have categorically stated that the conditions of the schools are poor.
- 10 parents have uttered the same thing about the general conditions in the classrooms.
- 74% of parents (i.e., 45 out of 61) feel that though the number of teachers is inadequate yet their attendance in schools is regular.4 parents however declare that the number of teachers in the schools in which their ward study is highly inadequate.
- 93% of parents say that classes are regularly held in schools. However, 4 parents opine that classes are not held regularly in the schools.

TABLE – 8c.12

RESPONSE REGARDING EXTENT OF EDUCATION DESIRED TO BE GIVEN TO WARD

LEVEL UPTO WHICH EDUCATION IS DESIRED TO BE IMPARTED	EDUCATION TO BOYS	EDUCATION TO GIRLS
UPTO PRIMARY LEVEL	02	03
UPTO MADHYAMIK	15	17
UPTO HIGHER SECONDARY	05	09
UPTO GRADUATION	12	07
UPTO POSTGRADUATION	04	02
VOCATIONAL EDUCATION	01	00
NO RESPONSE	22	23
TOTAL NO. OF PARENTS	61	61

- 22 parents in case of male child and 23 parents in case of female child did not respond to this question.
- Only 1 parent showed interest in providing vocational education to his/her ward and that to a male child.
- Most of the parents (15 parents for male child and 17 parents for female child) feel that they will educate their ward upto Madhyamik level.
- Very few are interested in providing higher education to their ward.

TABLE – 8c.13

RESPONSE OF PARENTS ON CHILDREN RECEIVING EDUCATION UPTO CLASS V

EDUCATION REQUIRED	EDUCATION NOT REQUIRED	NO RESPONSE	NATURE OF EDUCATION FOR BOYS AND GIRLS	
			EQUAL	NOT EQUAL
59	01	01	58	03

- One of the parents think that education. is not at all required for his/her ward. Others however feel that education will enable their wards to become alert, knowledgeable and self-independent. It would enable them to carry out day-to-day activities and also help them to distinguish between desirable and undesirable things in life. Education for girl child is very essential as parents feel that it would bring about their emancipation and in fact as future mothers they would be able to teach their children. Better marriage proposal would come for an educated girl compared to an uneducated girl.
- Very few parents (i.e., 3 out of 61) also state that boys and girls do not require equivalent level of education.

CHAPTER- 9

BREAKUP OF SAMPLED STUDENTS (TOTAL 174) ACCORDING TO EIGHT EDUCATIONAL INDICATORS AS OBTAINED FROM THE SURVEY

Sl. No.	INDICATORS	CATEGORY OF STUDENTS WITH NUMBER											
		GENERAL		S.C.		S.T.		O.B.C.		MINORITY		TOTAL	
1(a).	Total no. of students	12		69		20		14		59		174	
(b).	Gender breakup (Boys-B, Girls-G)	7B	5G	37B	32G	10B	10G	9B	5G	28B	31G	91B	83G
2(a).	Regular attendance in school	12		67		19		14		57		169 (97.12%)	
(b).	Regular attendance in school –gender wise	7B	5G	35B	32G	9B	10G	9B	5G	27B	30G	87B (50%), 82G(47.12%)	
3.	Necessity of private tuition	11		59		18		14		53		155 (89.08%)	
4.	Students liking for private tuition	6		44		14		14		27		105 (60.34%)	
5.	Private tuition taken	8		46		14		14		33		115 (66.09%)	
6.	Parental encouragement received by students	12		69		18		13		56		168 (96.55%)	
7.	Coaching received in groups by students from private tutors	7		38		13		14		26		98 (56.32%)	
8.	Tests taken by students from private tutors	5		37		11		6		23		82 (47.12%)	

CHAPTER- 9a

DETAILS OF DATA COLLECTED
STUDENTS (GENERAL CASTE)
(CATEGORY –5)

SAMPLE PROFILE:

- Total No. of Students: 12
- Number of Boys: 07
- Number of Girls: 05
- Age group: 8-13 years
- Class: IV
- Language used by students at home: Bengali
- Language used by students & teachers at school: Bengali

TABLE –9a.1
AGE DISTRIBUTION OF STUDENTS

AGE (IN YEARS)	NUMBER OF STUDENTS
8	1
9	3
10	4
11	2
12	2
TOTAL NUMBER	12

- It is seen from the above table that 4 students are of 10 years age and 2 students are of the age of 11 and 12 years respectively. Only 1 student who is 8 years old reads in Class IV. The normal age for this class is 8+.

TABLE –9a.2
NATURE OF ATTENDANCE OF STUDENTS IN SCHOOLS

TOTAL NUMBER OF STUDENTS	REGULAR	IRREGULAR	N0 RESPONSE
12	12	00	00

- All the students attend school regularly. All students like going to school except one who did not respond to this question.

TABLE –9a.3
PARENTS' ATTITUDE TOWARDS EDUCATION OF THEIR WARDS

TOTAL NO. OF STUDENTS	PARENT'S ATTITUDE				REASONS FOR NOT ENCOURAGING THEIR WARD – STUDENT'S PERCEPTION			
	SCOLD FOR NOT STUDYING	DO NOT SCOLD FOR NOT STUDYING	PROVIDE ENCOURAGEMENT	DO NOT PROVIDE ENCOURAGEMENT	EDUCATION IS NOT REQUIRED	EDUCATION DOESNOT FILL STOMACH	CANNOT AFFORD TO BUY BOOKS	FAMILY REQURIES HELP
12	07	05	12	00	00	00	00	00

- All parents encourage their ward to attend school and study either by scolding or otherwise. Parents are generally in favour of education for their children.

TABLE –9a.4
SUBJECTS LIKED BY STUDENTS ACCORDING TO PREFERENCE

NAME OF THE SUBJECT	NUMBER OF STUDENTS LIKING THE SPECIFIED SUBJECT
BENGALI	11
SCIENCE	07
GEOGRAPHY	06
HISTORY	06
MATHEMATICS	03
ENGLISH	01
ALL SUBJECTS	00

- Students liking for Bengali is universal. However, they also are interested in studying Science, Geography and History.
- Preference for Mathematics is low among the students.
- Only one student has expressed his/her liking for the subject English.

TABLE –9a.5 (A)
DETAILS OF PRIVATE TUITION AS RECEIVED BY STUDENTS

STUDENTS' REQUIREMENT OF PRIVATE TUTOR			STUDENTS RECEIVING PRIVATE TUITION			NUMBER OF PRIVATE TUTORS PER STUDENT			PRIVATE TUTORS ARE SCHOOL TEACHERS		
REQUIRED	NOT REQUIRED	CANNOT SAY	RECEIVE TUITION	DONOT RECEIVE TUITION	NO RESPONSE	ONE	TWO	> TWO	SCHOOL TEACHERS	NOT SCHOOL TEACHERS	NO RESPONSE
11	01	00	08	04	00	08	00	00	00	08	00

- 92% of students (i.e., 11 out of 12) feel that apart from the guidance received from schools, they require the assistance of private tutors while studying. So, most of the students (8 out of 11) opted for private tuition.3 students do not receive private tuition even though required.
- Number of private tutors per student as is reported by the students themselves is one.
- None of the private tutors are schoolteachers.

TABLE –9a.5 (B)
SUBJECTS TAUGHT BY PRIVATE TUTORS

TOTAL NO. OF STUDENTS ECEIVING TUITION	SUBJECTS				
	ALL SUBJECTS	BENGALI	MATHEMATICS	ENGLISH	SCIENCE
08	05	02	03	03	01

- 63% of students (i.e., 5 out of 8) take tuition on all subjects. Remaining students mostly take tuition in English and Mathematics.

TABLE –9a.5 (C)
COMBINATION OF SUBJECTS TAKEN AS TUITION BY THE STUDENTS

SUBJECTS	NO. OF STUDENTS
BENGALI-ENGLISH-MATHEMATICS	02
MATHEMATICS-ENGLISH-SCIENCE	01

TABLE –9a.5 (D)
DETAILS OF PRIVATE TUITION IMPARTED BY THE PRIVATE TUTORS

PLACE OF TUITION		TYPE OF TUITION TAKEN		HOLDING OF TESTS BY PRIVATE TUTORS		STUDENTS LIKING FOR PRIVATE TUITION					
								REASONS FOR LIKING			
STUDENT'S RESIDENCE	TUTOR'S RESIDENCE	INDIVIDUAL COACHING	COACHING IN GROUP	TESTS HELD	TESTS NOT HELD	LIKE	DO NOT LIKE	UNDERSTAND BETTER	TUTOR CARES FOR THEM	TUTORS ARE MORE APPROACHABLE THAN SCHOOL TEACHERS	LOTS OF QUESTIONS CAN BE ASKED
01	07	01	07	05	03	06	02	03	04	02	01

- Students go for private tuition because they can understand the subject better and also the tutor takes great care in teaching.
- Tuition to students is given mainly at tutor's residence and in groups.
- Tutor tests the students to assess their progress in studies in about 63% of cases.

CHAPTER- 9b

DETAILS OF DATA COLLECTED STUDENTS (SCHEDULED CASTE) (CATEGORY –5)

SAMPLE PROFILE:

- Total No. of Students: 69
- Number of Boys: 37
- Number of Girls: 32
- Age group: 8-13 years
- Class: IV
- Language used by students at home: Bengali
- Language used by students & teachers at school: Bengali

TABLE –9b.1
AGE DISTRIBUTION OF STUDENTS

AGE (IN YEARS)	NUMBER OF STUDENTS
8	3
9	15
10	28
11	11
12	5
13	3
No response	4
TOTAL NUMBER	69

- From the responses of the S.C. students, it is observed that only 3 students are of the age of 8 years. Out of the total of 69 students, 28 students belong to the age group of 10, 11 students to the age of 11, 5 students to the age of 12 and 3 students belong to the age of 13 years. The normal age for this class is 8+.

TABLE –9b.2
NATURE OF ATTENDANCE OF STUDENTS IN SCHOOLS

TOTAL NUMBER OF STUDENTS	REGULAR	IRREGULAR	N0 RESPONSE
69	67	02	00

- Students show eagerness in attending schools regularly. 97% of students (i.e., 67 out 69) surveyed attend schools regularly. However, 2 students are irregular in attending schools. One has to do household work and other prefers playing instead of going to school.
- One student attending school says that he does not like going to school because he cannot understand what is being taught at school and also there is no provision of drinking water at school.

TABLE –9b.3
PARENTS' ATTITUDE TOWARDS EDUCATION OF THEIR WARDS

TOTAL NO. OF STUDENTS	PARENT'S ATTITUDE				REASONS FOR NOT ENCOURAGING THEIR WARD - STUDENT'S PERCEPTION			
	SCOLD FOR NOT STUDYING	DO NOT SCOLD FOR NOT STUDYING	PROVIDE ENCOURAGEMENT	DO NOT PROVIDE ENCOURAGEMENT	EDUCATION IS NOT REQUIRED	EDUCATION DOESNOT FILL STOMACH	CANNOT AFFORD TO BUY BOOKS	FAMILY REQURIES HE
69	40	29	69	00	00	00	00	00

- Students feel that all their parents want them to study.

TABLE –9b.4
SUBJECTS LIKED BY STUDENTS ACCORDING TO PREFERENCE

NAME OF THE SUBJECT	NUMBER OF STUDENTS LIKING THE SPECIFIED SUBJECT
BENGALI	59
ENGLISH	28
MATHEMATICS	27
HISTORY	25
SCIENCE	19
GEOGRAPHY	10
ALL SUBJECTS	00

- 86% of students (i.e., 59 out of 69) have reported their interest for the subject Bengali. Students also exhibit moderate liking for subjects like English, Mathematics, History and Science. However, preference for Geography is minimum.

TABLE –9b.5 (A)

DETAILS OF PRIVATE TUITION AS RECEIVED BY STUDENTS

STUDENTS' REQUIREMENT OF PRIVATE TUTOR			STUDENTS RECEIVING PRIVATE TUITION			NUMBER OF PRIVATE TUTORS PER STUDENT			PRIVATE TUTORS ARE SCHOOL TEACHERS		
REQUIRED	NOT REQUIRED	CANNOT SAY	RECEIVE TUITION	DONOT RECEIVE TUITION	NO RESPONSE	ONE	TWO	> TWO	SCHOOL TEACHERS	NOT SCHOOL TEACHERS	NO RESPONSE
59	09	01	46	22	01	41	04	01	01	45	00

- 86% of students (i.e., 59 out of 69) feel the necessity of taking separate coaching from private tutors. It is seen that out of 59 students, 46 students take tuition. This means that 13 students do not get private tuition even though required.
- 41 students have one private tutor and remaining 4 students have two private tutors.
- Students say that except for one, none of their tutors are schoolteachers.

TABLE –9b.5 (B)

SUBJECTS TAUGHT BY PRIVATE TUTORS

TOTAL NO. OF STUDENTS RECEIVING TUITION	SUBJECTS						
	ALL SUBJECTS	BENGALI	MATHEMATICS	ENGLISH	SCIENCE	HISTORY	GEOGRAPHY
46	27	12	17	17	03	03	01

- 59% of students (i.e.,27 out of 46) take tuition on all school subjects.
- A good number of students take tuition in Mathematics and English as well.

TABLE –9b.5 (C)

COMBINATION OF SUBJECTS TAKEN AS TUITION BY THE STUDENTS

SUBJECTS	NO. OF STUDENTS
BENGALI-ENGLISH-MATHEMATICS	10
MATHEMATICS-ENGLISH-SCIENCE	03
MATHEMATICS-BENGALI-HISTORY	01
ENGLISH-MATHEMATICS-GEOGRAPHY	01
.ENGLISH-MATHEMATICS-HISTORY	01
MATHEMATICS-ENGLISH	01
BENGALI-ENGLISH-HISTORY	01

TABLE –9b.5 (D)
DETAILS OF PRIVATE TUITION IMPARTED BY THE PRIVATE TUTORS

PLACE OF TUITION		TYPE OF TUITION TAKEN		HOLDING OF TESTS BY PRIVATE TUTORS		STUDENTS LIKING FOR PRIVATE TUITION					
								REASONS FOR LIKING			
STUDENT'S RESIDENCE	TUTOR'S RESIDENCE	INDIVIDUAL COACHING	COACHING IN GROUP	TESTS HELD	TESTS NOT HELD	LIKE	DO NOT LIKE	UNDERSTAND BETTER	TUTOR CARES FOR THEM	TUTORS ARE MORE APPROACHABLE THAN SCHOOL TEACHERS	LOTS OF QUESTIONS CAN BE ASKED
08	38	07	39	37	09	44	02	25	17	04	12

- Mostly tutors prefer to provide tuition at his/her residence. These tuitions are mostly carried out in batches (83%).
- The students are often tested for progress by their tutors (37 out of 46 cases).
- Students have shown their inclination towards private coaching as they feel that they can have a better grasp over the subjects taught at school.
- 2 of the students who receive private tuition do not like it.

CHAPTER- 9c

DETAILS OF DATA COLLECTED
STUDENTS (SCHEDULED TRIBE)
(CATEGORY –5)

SAMPLE PROFILE:

- Total No. of Students: 20
- Number of Boys: 10
- Number of Girls: 10
- Age group: 8-13 years
- Class: IV
- Language used by students at home: Bengali
- Language used by students & teachers at school: Bengali

TABLE –9c.1
AGE DISTRIBUTION OF STUDENTS

AGE (IN YEARS)	NUMBER OF STUDENTS
8	3
9	5
10	9
11	0
12	1
13	1
No response	1
TOTAL	20

- 9 out of 20 students belong to the age of 10 years. 5 students are of 9 years and 3 students are of 8 years age. However, there is one student each of 12 and 13 years of age.

TABLE –9c.2
NATURE OF ATTENDANCE OF STUDENTS IN SCHOOLS

TOTAL NUMBER OF STUDENTS	REGULAR	IRREGULAR	N0 RESPONSE
20	19	00	01

- Students are very regular in their attendance at school and also likes going to school.19 out of 20 students go to school regularly. One student did not respond to this question.

TABLE –9c.3
PARENTS' ATTITUDE TOWARDS EDUCATION OF THEIR WARDS

TOTAL NO. OF STUDENTS	PARENT'S ATTITUDE				REASONS FOR NOT ENCOURAGING THEIR WARD - STUDENT'S PERCEPTION			
	SCOLD FOR NOT STUDYING	DO NOT SCOLD FOR NOT STUDYING	PROVIDE ENCOURAGEMENT	DO NOT PROVIDE ENCOURAGEMENT	EDUCATION IS NOT REQUIRED	EDUCATION DOESNOT FILL STOMACH	CANNOT AFFORD TO BUY BOOKS	FAMILY REQURIES HE
20	12	08	18	02	01	00	01	00

- Barring 2 students, 18 students sense encouragement from their parents as far as receiving education is concerned. Parents often in most cases resort to scolding in making their wards study.
- Between two parents who don't provide any kind of boost to their ward, one feels that education is not necessary in their ward's life and the other parent cannot meet up the expenses of education as reported by the students concerned.

TABLE –9c.4

SUBJECTS LIKED BY STUDENTS ACCORDING TO PREFERENCE

NAME OF THE SUBJECT	NUMBER OF STUDENTS LIKING THE SPECIFIED SUBJECT
BENGALI	16
SCIENCE	07
ENGLISH	06
HISTORY	05
MATHEMATICS	04
ALL SUBJECTS	02

- 80% of students (i.e., 16 out 20) have expressed their liking towards the subject Bengali. However much lower numbers have expressed their preference for Science (7), English (6) and History (5).
- Preference for Mathematics is least.

TABLE –9c.5 (A)

DETAILS OF PRIVATE TUITION AS RECEIVED BY S.T. STUDENTS

STUDENTS' REQUIREMENT OF PRIVATE TUTOR			STUDENTS RECEIVING PRIVATE TUITION			NUMBER OF PRIVATE TUTORS PER STUDENT			PRIVATE TUTORS ARE SCHOOL TEACHERS		
REQUIRED	NOT REQUIRED	CANNOT SAY	RECEIVE TUITION	DONOT RECEIVE TUITION	NO RESPONSE	ONE	TWO	> TWO	SCHOOL TEACHER	NOT SCHOOL TEACHER	NO RESPONSE
18	02	00	14	05	01	14	00	00	00	13	01

- 90% of students (i.e., 18 out of 20) feel that they have the need of private tuition. However only14 students (70%) go for private tuition.
- All the students taking private tuition have one tutor to teach and guide.
- None of these private tutors are schoolteachers. However, one student declined to respond to this question.

TABLE –9c.5 (B)
SUBJECTS TAUGHT BY PRIVATE TUTORS

TOTAL NO. OF STUDENTS RECEIVING TUITION	SUBJECTS				
	ALL SUBJECTS	BENGALI	MATHEMATICS	ENGLISH	SCIENCE
14	08	05	05	06	03

- 57% of students (i.e, 8 out of 14) take tuition on all school subjects.

TABLE –9c.5 (C)
COMBINATION OF SUBJECTS TAKEN AS TUITION BY THE STUDENTS

SUBJECTS	NO. OF STUDENTS
BENGALI-ENGLISH-MATHEMATICS	02
BENGALI-MATHEMATICS-ENGLISH-SCIENCE	03

TABLE –9c.5 (D)
DETAILS OF PRIVATE TUITION IMPARTED BY THE PRIVATE TUTORS

PLACE OF TUITION		TYPE OF TUITION TAKEN		HOLDING OF TESTS BY PRIVATE TUTORS		STUDENTS LIKING FOR PRIVATE TUITION					
								REASONS FOR LIKING			
STUDENT'S RESIDENCE	TUTOR'S RESIDENCE	INDIVIDUAL COACHING	COACHING IN GROUP	TESTS HELD	TESTS NOT HELD	LIKE	DO NOT LIKE	UNDERSTAND BETTER	TUTOR CARES FOR THEM	TUTORS ARE MORE APPROACHABLE THAN SCHOOL TEACHERS	LOTS OF QUESTIONS CAN BE ASKED
02	12	01	13	11	03	14	00	05	07	04	08

- Students in general have a penchant for private tuition as they feel that private tutors genuinely care for them and they can ask lot of questions to remove their doubts regarding their studies which makes the understanding of the school subjects easier.
- In 86% of cases, private tutors resort to group teaching at their own residence
- Students taking private tuition are mostly tested by the tutors for progress made in their studies (11 out of 14 cases).

CHAPTER- 9d

DETAILS OF DATA COLLECTED
*STUDENTS (*OTHER BACKWARD CLASS)
(CATEGORY –5)

SAMPLE PROFILE:

- Total No. of Students: 14
- Number of Boys: 09
- Number of Girls: 05
- Age group: 9-13 years
- Class: IV
- Language used by students at home: Bengali
- Language used by students & teachers at school: Bengali

TABLE –9d.1
AGE DISTRIBUTION OF STUDENTS

AGE (IN YEARS)	NUMBER OF STUDENTS
8	0
9	5
10	4
11	2
12	2
13	1
TOTAL NUMBER	14

- There are no 8 year old students in class IV.However, there are 5 students who are 9 years of age, 2 students each of 11 and 12 years age and one student who is 13 years old. The ideal age for this class is 8+.

TABLE –9d.2
NATURE OF ATTENDANCE OF STUDENTS IN SCHOOLS

TOTAL NUMBER OF STUDENTS	REGULAR	IRREGULAR	N0 RESPONSE
14	14	00	00

- All the students like to attend school regularly.

TABLE –9d.3
PARENTS' ATTITUDE TOWARDS EDUCATION OF THEIR WARDS

TOTAL NO. OF STUDENTS	PARENT'S ATTITUDE				REASONS FOR NOT ENCOURAGING THEIR WARD-STUDENT'S PERCEPTION			
	SCOLD FOR NOT STUDYING	DO NOT SCOLD FOR NOT STUDYING	PROVIDE ENCOURAGEMENT	DO NOT PROVIDE ENCOURAGEMENT	EDUCATION IS NOT REQUIRED	EDUCATION DOESNOT FILL STOMACH	CANNOT AFFORD TO BUY BOOKS	FAMILY REQURIES HELP
14	12	02	13	01	01	00	00	00

- 93% of students (ie.,13 out of 14) say that their parents encourage them to go to school and study. However, only one of the parents feel that education is not required for his/her ward –hence does not scold for not studying.

TABLE –9d.4
SUBJECTS LIKED BY STUDENTS ACCORDING TO PREFERENCE

NAME OF THE SUBJECT	NUMBER OF STUDENTS LIKING THE SPECIFIED SUBJECT
BENGALI	14
HISTORY	09
ENGLISH	04
GEOGRAPHY	04
MATHEMATICS	03
SCIENCE	02
ALL SUBJECTS	02

- Students have highest preference for the subject Bengali. They have also reported their graded liking towards History (9), English (4) and Geography (4).
- Liking for Science is minimal. Only 2 out of 14 students have expressed their liking for this particular subject.

TABLE –9d.5(A)
DETAILS OF PRIVATE TUITION AS RECEIVED BY STUDENTS

STUDENTS' REQUIREMENT OF PRIVATE TUTOR			STUDENTS RECEIVING PRIVATE TUITION			NUMBER OF PRIVATE TUTORS PER STUDENT			PRIVATE TUTORS ARE SCHOOL TEACHERS		
REQUIRED	NOT REQUIRED	CANNOT SAY	RECEIVE TUITION	DONOT RECEIVE TUITION	NO RESPONSE	ONE	TWO	> TWO	SCHOOL TEACHERS	NOT SCHOOL TEACHERS	NO RESPONSE
14	00	00	14	00	00	14	00	00	00	14	00

- All the students feel the necessity of taking private tuition; infact all of them take private tuition.
- Each student has one private tutor.
- No private tutors are schoolteachers.

TABLE –9d.5 (B)
SUBJECTS TAUGHT BY PRIVATE TUTORS

TOTAL NO. OF STUDENTS RECEIVING TUITION	SUBJECTS				
	ALL SUBJECTS	BENGALI	MATHEMATICS	ENGLISH	SCIENCE
14	11	01	03	03	01

- 79% of students (i.e., 11 out of 14) take tuition on all school subjects. Students also go for Mathematics and English.
- One student takes private coaching in the Bengali.

TABLE –9d.5 (C)
COMBINATION OF SUBJECTS TAKEN AS TUITION

SUBJECTS	NO. OF STUDENTS
BENGALI-ENGLISH-MATHEMATICS	01
MATHEMATICS-ENGLISH-SCIENCE	01
MATHEMATICS-ENGLISH	01

TABLE – 9d.5 (D)
DETAILS OF PRIVATE TUITION IMPARTED BY THE PRIVATE TUTORS

PLACE OF TUITION		TYPE OF TUITION TAKEN		HOLDING OF TESTS BY PRIVATE TUTORS		STUDENTS LIKING FOR PRIVATE TUITION					
								REASONS FOR LIKING			
STUDENT'S RESIDENCE	TUTOR'S RESIDENCE	INDIVIDUAL COACHING	COACHING IN GROUP	TESTS HELD	TESTS NOT HELD	LIKE	DO NOT LIKE	UNDERSTAND BETTER	TUTOR CARES FOR THEM	TUTORS ARE MORE APPROACHABLE THAN SCHOOL TEACHERS	LOTS OF QUESTIONS CAN BE ASKED
01	13	00	14	06	08	14	00	11	08	08	05

- All the 14 students like taking tuition. This is mainly because students feel that they can understand better and can ask lot. of questions to private tutors. They also feel that private tutors are more approachable and caring than schoolteachers.
- Barring one student, tutors take tuition at his/her residence (13 out of 14 cases).
- Coaching is always in-group and there are no students who do not like taking tuition.
- But only 8 out of 14 students are tested by the private tutors on their performance and progress.

CHAPTER- 9e

DETAILS OF DATA COLLECTED STUDENTS (MINORITY) *(CATEGORY –5)*

SAMPLE PROFILE:

- Total No. of Students: 59
- Number of Boys: 28
- Number of Girls: 31
- Age group: 8-13 years
- Class: IV
- Language used by students at home: Bengali
- Language used by students & teachers at school: Bengali

TABLE –9c.1
AGE DISTRIBUTION OF STUDENTS

AGE (IN YEARS)	NUMBER OF STUDENTS
8	2
9	13
10	28
11	8
12	4
13	3
No response	1
TOTAL NUMBER	59

- 28 out of 59 students reading in class IV belong to the age of 10 years. 13 students are of 9 years of age and 8 students are 11 years old. There are 3 students who are 13 years old. The ideal age for this class is 8+.

TABLE –9c.2
NATURE OF ATTENDANCE OF STUDENTS IN SCHOOLS

TOTAL NUMBER OF STUDENTS	REGULAR	IRREGULAR	N0 RESPONSE
59	57	02	00

- Barring two students, 57 of the minority students attend schools regularly. The irregularity of students is due to their involvement in household work, looking after siblings and great distance between school and residence. However all students like attending school barring one student who did not respond.

TABLE –9c.3
PARENTS' ATTITUDE TOWARDS EDUCATION OF THEIR WARDS

TOTAL NO. OF STUDENTS	PARENT'S ATTITUDE				REASONS FOR NOT ENCOURAGING THEIR WARD - STUDENT'S PERCEPTION			
	SCOLD FOR NOT STUDYING	DO NOT SCOLD FOR NOT STUDYING	PROVIDE ENCOURAGEMENT	DO NOT PROVIDE ENCOURAGEMENT	EDUCATION IS NOT REQUIRED	EDUCATION DOESNOT FILL STOMACH	CANNOT AFFORD TO BUY BOOKS	FAMILY REQURIES HELP
59	39	20	56	03	01	00	01	01

- 95% of students (i.e, 56 out of 59) state that parents encourage them to study.
- 3 students reported that their parents do not encourage them at all citing the reasons given above.

TABLE –9c.4
SUBJECTS LIKED BY STUDENTS ACCORDING TO PREFERENCE

NAME OF THE SUBJECT	NUMBER OF STUDENTS LIKING THE SPECIFIED SUBJECT
BENGALI	53
HISTORY	26
SCIENCE	18
MATHEMATICS	10
ENGLISH	09
GEOGRAPHY	09
ALL SUBJECTS	00

- 90% of the students have liking for the subject Bengali.
- Liking towards Mathematics, Geography and English is minimum. However a good number of students also have shown preference for History (44%) and Science (31%).

TABLE –9e.5 (A)
DETAILS OF PRIVATE TUITION AS RECEIVED BY STUDENTS

STUDENTS' REQUIREMENT OF PRIVATE TUTOR			STUDENTS RECEIVING PRIVATE TUITION			NUMBER OF PRIVATE TUTORS PER STUDENT			PRIVATE TUTORS ARE SCHOOL TEACHERS		
REQUIRED	NOT REQUIRED	CANNOT SAY	RECEIVE TUITION	DONOT RECEIVE TUITION	NO RESPONSE	ONE	TWO	> TWO	SCHOOL TEACHERS	NOT SCHOOL TEACHERS	NO RESPONSE
53	05	01	33	25	01	32	01	00	00	32	01

- 90% of the students (i.e., 53 out of 59) feel that they require private tuition. However only 33 of them take tuition of which 32 students have one private tutor each and the remaining one student has two tutors.
- None of these tutors are schoolteachers.

TABLE –9e.5 (B)
SUBJECTS TAUGHT BY PRIVATE TUTORS

TOTAL NO. OF STUDENTS RECEIVING TUITION	SUBJECTS				
	ALL SUBJECTS	BENGALI	MATHEMATICS	ENGLISH	SCIENCE
33	25	05	08	07	02

- 76% of students (i.e.,25 out of 33) take tuition on all school subjects. Demand of tuition on Mathematics and English among the students is moderate. Students also take tuition in Bengali. Only 2 students take tuition in Science.

TABLE –9e.5(C)
COMBINATION OF SUBJECTS TAKEN AS TUITION BY STUDENTS

SUBJECTS	NO. OF STUDENTS
BENGALI-ENGLISH-MATHEMATICS	05
MATHEMATICS-ENGLISH-SCIENCE	01
MATHEMATICS-ENGLISH	01
BENGALI-MATHEMATICS-SCIENCE	01

TABLE –9e.5 (D)

DETAILS OF PRIVATE TUITION IMPARTED BY THE PRIVATE TUTORS

PLACE OF TUITION		TYPE OF TUITION TAKEN			HOLDING OF TESTS BY PRIVATE TUTORS		STUDENTS LIKING FOR PRIVATE TUITION					
									REASONS FOR LIKING			
STUDENT'S RESIDENCE	TUTOR'S RESIDENCE	INDIVIDUAL COACHING	COACHING IN GROUP	NO RESPONSE	TESTS HELD	TESTS NOT HELD	LIKE	DO NOT LIKE	UNDERSTAND BETTER	TUTOR CARES FOR THEM	TUTORS ARE MORE APPROACHABLE THAN SCHOOL TEACHERS	LOTS OF QUESTIONS CAN BE ASKED
05	28	03	28	02	23	10	31	02	20	13	01	08

- Students (31 out 33) like taking tuition as they feel that they can understand better with private tutors. However, 2 students who take tuition do not like it.
- In 85% (28 out of 33) of cases students take tuition in groups. They take coaching at tutor's residence.
- Tutors in majority of cases (70%) test the students to assess their improvement in studies.

CHAPTER- 10

SUMMARY OF FINDINGS

1. NUMBER OF SCHOOLS, THEIR TIMING AND DURATION:

Canning –I Block and Ghutiarisharif circle has 112 primary schools out of which 109 schools are day schools and the remaining 3 schools are morning schools. From official sources it has been ascertained that two of the three morning schools in the block have no school building of their own and therefore these schools are housed in the buildings of other schools that work in the day time. The morning schools naturally get shorter working hours (6 am to 10 am) in comparison with day schools (11 am to 4 pm). It is also reported that these morning schools will shortly move to their own building and this problem will be solved.

2. LANGUAGE OF INSTRUCTION:

106 primary schools use Bengali language as the medium of instruction and 3 schools use both Bengali and English for the same. 3 schools did not give any response as to the language used during instruction. However officials assert that this is not the correct picture. Presumably the respondents failed to understand the question.

3. STUDENTS' ENROLMENT:

A total of 24,101 students are reportedly enrolled in 112 primary schools in the academic year 2005 of whom 51% are boys and 49% are girls. [Source: Head teacher, Table-5.1, page 11]

More than 50% of primary students belong to Scheduled Caste (SC), followed by those of Minority and General Category (GC), their percentage being 47% of the total. The percentage of enrolment of boys and girls in each of these categories is on an average equal i.e., nearing 50% in each case. [Source: Head teacher, Table-5.2, page 12]

This survey was conducted on 174 primary students out of which 52% were boys and 48% were girls. Of the total surveyed 174 students, 39.65% belonged to SC category, 33.9% to Minority group, 11.4% to ST, 8.04% to OBC and 6.89% belonged to GC.

4. STUDENTS' ATTENDANCE AND ATTITUDE TOWARDS SCHOOL:

97% of students attend schools regularly [Source: Student, page 83] which goes against the teacher's opinion of students' irregular attendance in schools. Out of this, 50% of boys and 47% of girls attend school regularly. This regularity in attendance indicates students liking for school and education. Here parental encouragement, Mid-Day Meal, fascination for teachers definitely play a part.

87% of teachers state that students have strong affinity towards school. However only 56% of teachers feel that student's interest in receiving education is genuine. 34% of teachers complain about inattentiveness of students in the classrooms.

[Source: Teacher, Table-6.5, page 29]. But at the same time, 88% of teachers admit that students are obedient and are friendly towards their classmates.

5. TEACHERS' NUMBER AND QUALIFICATION:

It is found after the survey that the total number of teachers in Canning-I and Ghutiarisharif is 399 (as on Feb 12, 2006), out of which 73% are male teachers and 27% are female teachers. [Source: Head teacher, Table-5.8 (A), page 20]

As regards to the number of teachers in schools, Head teachers say that 51% of schools donot have adequate number of teachers. Response from 18 Head teacher in this regard has not been obtained. [Source: Head teacher, Table-5.8 (A), page 20].

This fact is also validated by the parents as only 38% of parents confirm the adequacy of teachers in schools. However official sources report about the subsequent recruitment of teachers in the area since the survey was conducted.

There are 2 single- teacher schools and 18 two - teacher schools as on February 12 ,2006. [Source: Head teacher, Table-5.8 (B), page 21].

No zero teacher schools are found in Canning and Ghutiarisharif area. Gender break-up of teachers in schools is given in the report. [Source: Head teacher, Table-5.8(C), page 21]

Teachers are mostly Graduates and only 32% of them are trained. [Source: Head teacher, Table-5.8 (D), page 21]

6.TEACHERS' ATTENDANCE:

96% of parents opine that teachers are regular in their attendance in schools. According to National Curriculum Framework 2005,primary teachers are not to be included in non-academic work. But many teachers here are involved in non-academic work. Teachers who are panchayat members or functionaries devote a large part of their time and energy to non-academic activities. Teachers are requisitioned by Election Commission at various stage of election process and also in administration of pulse polio etc.

7.PARENTAL AWARENESS ABOUT WARD'S EDUCATION:

Out of the total of 163 parents surveyed, 162 parents (i.e., 99%) in all the categories viz General, SC, ST, OBC and Minority are willing to send their wards to school. One parent of Minority category however has different idea. [Source: Parent, page 42].

Surprisingly only 66% of parents surveyed (i.e., 108 out of 163) feel that education is important in the life of their ward.

REASONS FOR ACQUIRING EDUCATION BY WARDS

REASONS CITED BY PARENTS	NO.OF PARENTS
1.Getting jobs	25
2.Running family business	6
3.Becoming good citizen	99
4.Leading stable life	80

(Data not mutually exclusive)

The response shows that majority of parents state that education would help their wards to become good citizens and lead a stable life rather than enhance their opportunity of securing jobs and running family business.

At the same time 95% of parents perceive that their children are very keen on going to school. Above statements can be corroborated with the fact that surveyed parents with a total of 293 children (161 boys, 132 girls) in the age group of 5 to 10 years, send 244 of them to school (126 boys,118 girls).

DETAILS OF PARENTAL AWARENESS ABOUT WARD'S EDUCATION

1.Total number of parents	163	
2.Number of parents visiting school of their wards	144(88%)	
3.Frequency of parent's visit		
a) Once in a month	84(58%)	
b) Once in three months	35(24%)	
c) Once in six months	14(10%)	
d) Once in a year	5(3%)	
e) No response	6(4%)	
4.a) Consultation held with teachers	130(80%)	
b) Consultation not held with teachers	30(18%)	
c) No response	3(2%)	
5.a) Education required by wards	156(96%)	
b) Education not required by wards	6(4%)	
c) No response	1	
6.a) Equal level of education for both boys and girls	157(96%)	
b) Not Equal level of education for both boys and girls	6(4%)	
7.Level of education desired to be given to wards	Girls	Boys
a) Up to Primary level	5(3%)	5(3%)
b) Up to Madhya level	53(33%)	49(30%)
c) Up to Higher Secondary level	16	12
d) Up to Graduation	16	29
e) Up to Post Graduation	7	14
f) Vocational Education	0	1
g) No response	66(41%)	

88% of parents visit schools and holds consultation with the teachers regarding progress made by their wards and the visit is mostly done once in a month. This reflects that parents though illiterate are interested in providing education to their wards and try to remain informed about their progress. Continuing with this trend, 96% of parents feel that education is required for their wards and both boys and girls deserves equal level of education. Six parents surveyed however feel on the contrary and one parent did not even respond.

As regards to the levels of education, approximately 30% of parents want their wards to study up to Madhyamik level and very few are interested in providing higher education to their wards. A large section of parents did not respond to this question although they send their wards to school. This may be due to indecisiveness about educating girl children or involving the boy child in earning a livelihood for his family. Nobody is interested in providing vocational education to their girl children barring one parent in the Minority group who would like to provide vocational education to his boy child.

Teachers on the other hand hold the view and as also obtained from the survey that parents are not able to provide conducive atmosphere to their wards for studying at home.

FACILITIES PROVIDED BY PARENTS AT HOME

FACILITIES PROVIDED	NUMBER OF PARENTS
Total number of parents	163
1. Provide separate place for studying	59(36%)
2. Provide books and copies	111(68%)
3. Wards need not have to do house hold work	80(49%)
4. No looking after sibling	85(52%)
5. No searching for jobs	82(50%)

The table reveals and also confirmed by Head teachers that 64% of parents are not able to provide separate place for studying at home, [Source: Head teacher, Table-5.14, page- 24]; 32% of parents are not able to provide or purchase books, copies etc (confirmed by 78% of teachers, Table–6.8, page 34 and also by head teachers); 51% of parents say that their wards have to perform household chores and therefore children do not get time to study at home; 50% of parents say that their wards have to search for jobs as most of the families have low-income ranging from Rs 500/- to Rs 5000/-.Head teachers opine that parents are only able to provide food and shelter to their wards and are not able to provide any kind of learning assistance or psychological support to their wards.

In contrast to what is seen from the above table, surveyed students opine that their parents encourage and motivate them to study. Exceptions being only six surveyed parents whose reasons for not encouraging their wards are cited below:

REASONS FOR NOT ENCOURAGING WARDS TO STUDY

REASONS	NUMBER OF PARENTS
Total number of parents in the group	6
1.Education not required	3
2.Education does not fill stomach	0
3.Cannot afford to buy books	2
4.Family requires help	1

Talking about parents, 60% of teachers affirm that parents are not aware about the importance of education in the life of their wards nevertheless they cooperate fully with the teachers and schools in providing education to their wards. [Source: Teacher, Table-6.6, page 31]

8.PUPIL-TEACHER RATIO:

The average pupil-teacher ratio (PTR) in Canning-I and Ghutiarisharif is found to be 60:1 as against the declared norm of 40:1. Maximum PTR of 323:1 is found in Boyersing F.P. school followed by that in Kripakhali F.P. school with P.T.R of 245:1.

9.DISTANCE OF SCHOOL FROM STUDENT'S RESIDENCE:

77% of primary schools are located within a distance of 2 km from student's residence; 18% of schools are within 2-5 km whereas remaining 6 schools are located beyond 5 km. All the 163 surveyed parents state that their wards commute to and fro from schools on foot. [Source: Head teacher, Table-5.3, page 14]

10.SCHOOL BUILDINGS AND CLASSROOMS:

Only 72% of primary schools have their own pucca buildings, 21 % are partially pucca and 5.35% have kaccha buildings. [Source: Head teacher, Table-5.4, page 15]. Remaining schools viz. Dakshin Bansra S.N.F.P, Monosapukur Bansra F.P. and Saratpally Rekha Sardar F.P. donot have their own building.

33% of schools have one classroom in the form of a big hall where all the classes are held, the halls have no partition for separate classes and 32% other schools have two classrooms. However, Canning Rajkrishna A.S.J.B – a school having kaccha building has 8 classrooms and Saint Gabriel F.P.- a school with partially pucca building has 7 classrooms. Official sources say that former school has 3 classrooms and the latter has 4 classrooms.

68% of schools donot have adequate space in the classrooms to accommodate the ever increasing number of students as reported by the Head teachers. The teachers (82%) also confirm this fact of inadequacy of space in classrooms.71% of teachers say that classrooms are small in size.69% of surveyed teachers affirm that numbers of students are more compared to the capacity of the classrooms creating problems for the teachers to teach and students to follow.37% of teachers also complain about insufficient light in the classrooms. [Source: Teacher, Table-6.4, page 28]. 72% of them opine that classroom conditions on an average are satisfactory but furniture such as chairs, tables, and blackboards needs to be fixed. [Source: Teacher, Table-6.1, page 26]. 49% of parents have expressed that school condition is good but only a meager percentage (27%) of parents state that classroom conditions are good. [Source: Parent, page 42]

11.NON- ENROLMENT OF CHILDREN:

As reported by the Community members in the survey, the number of never-enrolled boys (2298) is relatively greater than that of never enrolled girls (2200). This trend of not getting enrolled in schools is maximally noticed among Minority group followed by that in SC category. [Source: Community member, Table-7.2, page 38]

After the survey it has been found that 28 out of 293 children in the age group of 5-10 years are not enrolled in schools, the percentage being 9.55%[Source: Parent, page 42]

12.DROPPING OUT OF STUDENTS:

Total number of dropouts as reported by Head teachers in 2005-06 is 136 out of which 62 are boys and 74 are girls. This shows that number of girls dropping out of schools is more than that of boys and the dropout is maximally noticed in class I. [Source: Head Teacher, Table-5.2.1, page 14]

Community members however report that the number of dropouts is maximum in the Minority category with 63% of girl student dropout and 37% of boy student dropout. For all other categories, the number of dropouts among boys and girls are more or less equal. [Source: Community member, Table-7.3, page 38]

It has been found after the survey that 17 out of 293 children in the age group of 5 –10 years dropped out of schools from classes II, the percentage being 5.8 % and I. [Source: Parent, page 42]

Some reasons, which are cited by the teachers, are as follows:

93 % of teachers state that student's dropout is mainly due to their involvement in household chores and family profession. Community members say that compared to all other categories, SC

students are mostly engaged in carrying out household work whereas students belonging to Minority group prefer to help in running the family business. [Source: Teacher, Table-6.10, page 35 ;Community member, Table-7.4, page 39]

a) This however goes against the responses made by the parents.
b) 81% of teachers say that a large chunk of student population have to earn their living due to poor economic conditions of the family. This opinion of teachers and community members also does not match with the parent's view.
c) 49% of teachers feel that paucity of space in the classrooms could contribute to students dropping out of schools. [Source: Teacher, Table-6.10, page 35]. In some cases the ambience of classroom is not up to the mark –the rooms are either without plaster or are not painted, there are no electricity connections or sitting arrangements in classrooms. Students sit on the floor during class hours.
d) 31% of teachers however allege that students themselves are not interested in studies. [Source: Teacher, Table-6.10, page 35]. Community members in addition say that this disinterest of students in studies is prominently reflected among SC and Minority students. [Source: Community member, Table-7.4, page 39]

ACTIVITIES IN WHICH DROPOUTS AND NEVER ENROLLED STUDENTS ARE GENERALLY ENGAGED

ACTIVITIES	GC	SC	ST	OBC	MIN	TOTAL
1.Household chores	1	1	1	4	4	11
2.Domestic help		1				1
3.Daily labour (excluding agriculture)		1	2			3
4.Animal husbandry					1	1
5.Shopkeeping					1	1
6.Fishing/Psciculture		1				1
7.Agricultural labour			1	4	2	7
8.Van /Rickshaw driver		1				1
9.Cottage Industry	1				15	16
10.Others					5	5

(Data not mutually exclusive)

13.INFRASTRUCTURAL LACUNA:

1.Total number of schools	112
2.Number of schools with no building	3
3. Number of schools with no play ground	67
4. Number of schools without adequate teachers	57
5. Number of schools getting no text books	21
6. Number of schools with no toilet facilities	24
7. Number of schools with no toilets for girl students	68
8.Number of schools with no separate toilet facilities for lady teachers	73
8. Number of schools with no drinking water facilities	41
9. Number of schools not receiving uniforms for girl students	69

a) TOILET FACILITIES:

21% of primary schools donot have any toilet facilities. Out of the remaining 88 schools, 61%

do not have any separate toilet facilities for girl students and 65% of the schools donot have such separate facilities for male and female teachers. [Source: Head teacher, Table-5.6 (A) page 17].However, Hatamari F.P. has 7 toilets and Kumarsha Ojapara F.P. has 4 toilets. Such increased number of toilets in these schools is due to the contribution made by the villagers towards the development of the school.

b) DRINKING WATER FACILITIES:

Main source of water for students and teachers is that obtained from deep tube well within the school premises. 37% of primary schools do not have any provision for drinking water and 15% of remaining schools donot have any provision for sufficient amount of drinking water. [Source: Head teacher, Table 5.7 (A), page19]. Tube wells, which become defunct, are not repaired timely.

) FURNITURE AVAILABILITY IN SCHOOLS:

TOTAL SCHOOLS	TOTAL STUDENTS	TOTAL NO. OF TABLES	TOTAL NO. OF CHAIRS	TOTAL NO. OF ALMIRAHS IN SCHOOL					TOTAL NO. OF BLACKBOARD IN SCHOOL								
				1	2	3	6	NO RESPONSE	1	2	3	4	5	6	7	8	NO RESPONSE
112	24,101	366	500	60	27	3	1	21	4	17	14	52	13	3	2	2	5

14.INCENTIVE SCHEMES:

Following are the incentive schemes that are available with the students:

a) AVAILABILITY OF TEXT BOOKS:

19% of the schools do not get any textbooks and 49% of schools don't get textbooks on time and the delay is as high as by six months. [Source: Head teacher, Table-5.10, page 22]. This fact is also confirmed by 66% of teachers but disputed by the officials . [Source: Teachers, Table-6.4, page 28]. Specific reason for delay is however unknown, some respondents say that books do not reach the CLRC office from go-down on time and the CLRC offices are unable the reach the books to school due to large distance between schools and CLRC offices.

In addition, 78% of teachers opine that educational accessories available with the schools are inadequate. [Source: Teacher, Table-6.8, page 34].

Authorities concerned however say that teachers do not properly utilize the fund (i.e, Rupees Five hundred per teacher) given to the them under SSA for buying the Teaching Learning Material for the students.

b) AVAILABILITY OF FREE UNIFORM TO GIRL STUDENTS:

62% of primary schools donot receive uniform for their girl students.

[Source: Head teacher, Table-5.12, page 23]. Some of the reasons cited by the head teachers is that uniforms are not sent by the CLRC offices and even not by the responsible authority .Out of 34% of primary schools receiving uniforms, clear data about number of students actually getting uniforms, both category and school wise is not obtained.

Concerned functionaries however say that all primary students irrespective of caste should receive uniforms .

c) AVAILABILITY OF MID-DAY MEAL (MDM):

According to the Head teachers, 94% of primary schools get MDM on a regular basis. This has also been confirmed by 95% of parents. [Sources: Head teacher, Table-5.11, page 23;Parent, page 42]. From the survey it has come out that there are three schools where Mid-day Meal is not regular and they are Ghoshpara F.P., Tentulberia F.P. and Thakuraniberia F.P.Four schools viz., Dabujoyramkhali F.P., Korakati Madhya Para F.P., Lakshminarayanpur F.P. and Madukhali F.P. did not respond to this question regarding provision of Mid-day Meal in the schools.

Teachers however suggest providing dry food instead of cooked food to the students and overall responsibility of implementing the scheme should not be made to lie with either the teachers or the managing committee of the school but with some other external agencies, self-help groups etc.

15.PRIVATE TUITION:

90% of parents feel that their wards require additional educational assistance at home. [Source: Parent, page 42]. This assistance comes either from the parents themselves or from some other family members, private tutors, coaching classes etc.The survey has revealed the following:

EDUCATIONAL ASSISTANCE RECEIVED BY STUDENTS FROM DIFFERENT QUARTERS

1.Assistance from parents	47%
2.Assistance from other family members	9%
3.Assistance from private tutors	42%
4.Assistance from coaching classes	10%
5.Assistance from other sources	10%

89% of surveyed students feel the necessity of taking private tuition. However, 60% of students like taking it and only 66% of students actually resort to private tuition. [Source: Student, page 83]. None of the private tutors are schoolteachers and the students reported that they have only one private tutor.

STATUS OF PRIVATE TUITION

Total number of surveyed students	174
1.Total number of students taking tuition	115(66%)
2.Total number of students taking tuition at home	17(15%)
3.Total number of students taking tuition at tutor's residence	98(85%)
4.Total number of students receiving individual coaching from tutors	12(10%)
5.Total number of students receiving group coaching	101(89%)

Following table depicts the percentages of students taking tuition according to the subjects they study with the tutors:

SUBJECTS TAKEN FOR TUITION

SUBJECTS	PERCENTAGES OF STUDENTS TAKING TUITION
All subjects	44
Mathematics	21
English	21
Bengali	14
Science	6

Apart from taking tuition on all subjects, students also take tuition in Mathematics, English and even Bengali. The teachers strengthen this fact as well– they feel that students find English and Mathematics very hard to comprehend.

16.MONTHLY EXPENDITURE ON EDUCATION:

Free primary education is actually not free. Following picture as regards to the cost of education borne by the parents has emerged from the survey:

EXPENDITURE INCURRED ON EDUCATION BY PARENTS

AMOUNT (Rs)	PERCENTAGE OF PARENTS
No expense	3
50-100	40
101-200	21
201-500	13
>500	4
No response	19

This enormity in expenditure puts pressure on the low-income group parents whose monthly earnings range between Rs 500/- and Rs 5000/-

MONTHLY INCOME OF PARENTS

MONTHLY INCOME OF PARENTS (Rs)	PERCENTAGE OF PARENTS
0-500	7
501-1000	34
1001-2000	42
2001-5000	13
5001-10,0001	1
>10000	1
No response	1

SUGGESTIONS OF PARENTS TOWARDS SCHOOL IMPROVEMENT:

a) Extension of school building along with improved infrastructural facilities viz., electricity connection, more benches, chairs, tables, almirahs, blackboards boundary walls for schools

b) Arrangement of separate classrooms for separate classes

c) Having adequate number of teachers in schools and teachers taking the responsibility of bringing more children to school

d) Quality teaching by the teachers

e) Regular parent teacher meetings in schools

f) Provision of separate toilet facilities for teachers and students; separate toilet for girl students and lady teachers.

g) School to have its own playground and sufficient playing materials for students

h) Improved road conditions and pleasant ambience of school and the locality in which the school is located

i) Regular inspection of schools by the concerned authorities

j) Ensuring timely supply of books

k) Doing away with the policy of no detention

m) Computer and library facilities for students in schools

n) Improving the quality and quantity of food provided during Mid-Day Meal

o) School taking the responsibility of creating awareness among parents/guardians and arousing interest in students

17(a). SUPPORT FROM COMMUNITY MEMBERS:

Total number of community members surveyed is 30 and they are from 10 gram panchayats namely,Gopalpur,Matla I& II ,Itkhola,Dighirpar,Nikarighata,Daria,Hatpukuria,Bansra,and Taldi.

The survey revealed that the community members generally donot come forward in addressing the problems faced by the schools but they render their support in conducting educational and health awareness programmes for students, teachers, parents and community in their locality. They also endeavour to make alternate arrangements for providing drinking water and toilets facilities to students and teachers. [Source: Community member, Table-7.5, page 41]. Head teachers however state that Village Education Committee (VEC) members, Mother Teacher Association (MTA) provides support in solving problems related to management of schools, enrolment and retention of students, dropout and student absenteeism etc along with other developmental activities.

(b). SUPPORT FROM VOLUNTARY ORGANIZATIONS/LOCAL CLUBS:

Head teachers, Community members and other teachers–all share a common opinion and that is local clubs, voluntary organizations donot play any significant role in addressing the problems of the schools. Few clubs, however organize health camps etc., in the locality. [Sources: Community member, Table-7.6, page 41;Teacher Table-6.11, page 35].

CHAPTER- 11

RECOMMENDATIONS

In view of our findings laid out in the preceding chapter (Summary of findings), following recommendations are made:

- In our survey we have found that a total of 24,101 students are enrolled in 112 primary schools of Canning-I and Ghutiarisharif area in the academic year 2005.Keeping in mind the fact of burgeoning number of students-either more primary schools need to be opened or existing school buildings along with other facilities be extended with more classrooms to avoid over crowding. This should be in accordance with the norms as prescribed by the Government to have at least one school per habitation with a population of 300 persons within a distance of 1 km for children belonging to 6-11 years of age group.

  School buildings, unplastered and unpainted, with leaking roofs and crumbling structures need to be repaired and maintained. Pucca building for all the primary schools has become a necessity with proper electricity connections in each and every room including the toilets and kitchen. Schools should have boundary walls as a measure of protection for the students. Roads approaching schools have to be concretized and raised because during rainy seasons roads get inundated and communication to schools becomes a real problem. In addition the ambience of school along with its neighbourhood has to be improved.

  We have found a number of schools, which do not have sufficient and proper sitting arrangements. Sitting arrangements for students in the form of low and high benches etc. has therefore become imperative as students of most of the schools sit on the floor even during rainy and winter seasons. Each and every class or section for that matter should be equipped with blackboard. Schools should have adequate number of almirahs etc., and there should not be any dearth in teaching–learning materials and other accessories required for smooth functioning of schools.
  [FINDING 10]

- Teachers are the key to successful running of any schools. To combat the problem of inadequacy of teachers in this area, steps should be initiated for recruitment and subsequent placement of trained teachers at the earliest. Appointment of more female teachers is required. This is also in accordance with the prevailing Government norms to have at least two teachers for every primary schools and ultimately aiming at providing one teacher for every class or section in primary school. [FINDING 5]

- If we pay decisive weightage to teachers' opinion regarding parental unawareness, teachers should accept the responsibility to convince parents about the fact that primary education is essential for their children for building a good base in life. They will have to motivate parents to send their wards to school and inculcate love, affection and help for each child so that they develop interest in their studies. [FINDING 7]

- Teachers say that they are burdened with a number of non-academic functions such as Census enumeration, pulse polio administration etc., which take time away from teaching. Coupled with this, other dampening factors are inconvenient postings, lack of proper working conditions etc. All these factors should be taken care of so that teachers are able to perform their duties both in terms of quality and quantity. [FINDING 6]

- Pupil–teacher ratio has to be made more favourable as it has been found from the survey that number of pupil per teacher is on the higher side in most of the schools, often to the extreme degree. [FINDING 8]

- Overall economic development of the block is an absolute must for reducing the number of never-enrolled and dropout students. These students are mainly engaged in earning their living due to poor economic conditions of the family. Financial help to students and poor families is required in this regard. The state through its various agencies should take measures in building shelters for the homeless, construct roads and make alternate arrangements for other infrastructural facilities required for the development of the area. [FINDING 12]

- It is desirable that each and every school should have playground of its own and it should be in usable condition. However where such facilities are not available shared arrangements may be made through school cluster. Categorization of schools by availability of separate toilet facilities for girl students and teachers both male and female and drinking water facilities reveals that even these basic facilities have not been made available to all schools. Immediate care should be taken in this regard. [FINDING 13]

- Textbooks do not reach the school before the start of academic session and this delay persists for several months into the season. Efforts for dispatch of books on time and in required number among the school students should be made. [FINDING 14]

- Inspite of official arrangements, primary education is not really free. Vast majority of students go for private tuition for which the parents have to spend quite a significant amount, which cuts a sizeable proportion of their low income. To cater to this need of the student, quality teaching is the need of the hour. [FINDING 15]

- An important element in the whole exercise is the community involvement –greater emphasis has to be laid on the role played by community members through Village Education Committee (VEC), Mother Teacher Associations (MTA) etc. [FINDING 17]

In conclusion, overhauling of the entire educational system with regular inspection of schools by concerned authorities is required by providing adequate material and human facilities for ensuring hundred percent enrolment and retention of children.

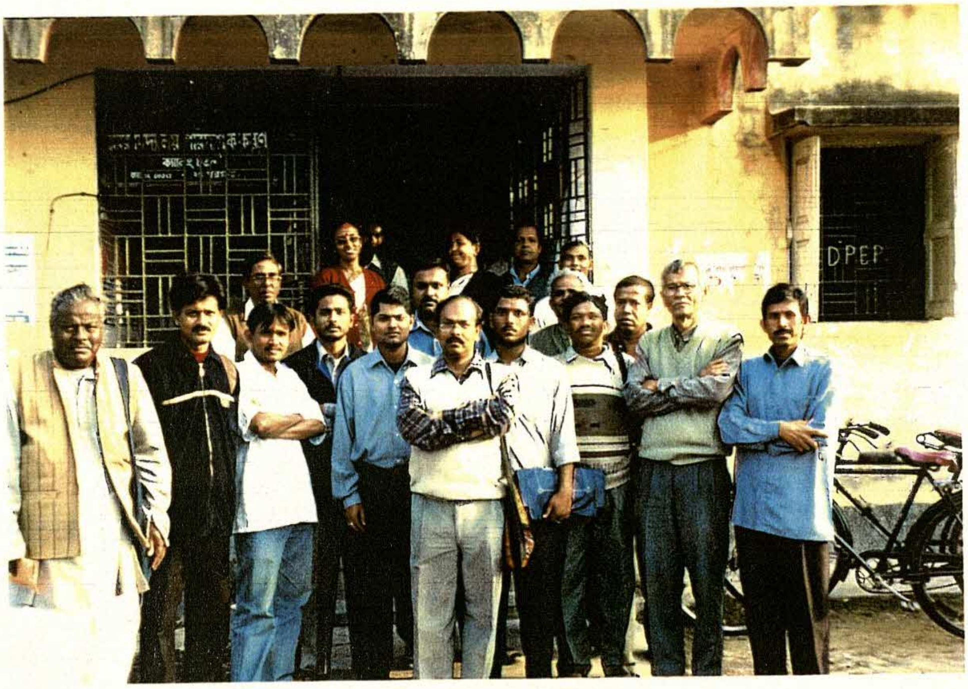
The **real constraints**: National Curriculum Framework 2005 recommended by NCERT observed under the head "The Social Context of Education", page 9-10 that "If 'free'

education is understood as the 'removal of constraints' to education, then we must realize the importance of other sectors of the state's social policy for supporting and facilitating the achievement of UEE." This is a fact of our life. Since the launching of liberalization of economic policy, inequality of wealth and income has reached an unprecedented level. According to Human Development Report of UNDP published in 2002, rural poverty has reached an alarming depth.This picture has become more grave as depicted in the subsequent report in 2005 where the Indian scenario has also been painted in some detail. The grave crisis on the agricultural front is evidenced by declining nutrition intake among rural families. These amply support observation of NCF '05 regarding relevance of economic policies to spread of elementary education.

Again according to National Curriculum Framework '05, "Globalization and the spread of market relations to every sphere of society have important implications for education. On the one hand, we are witnessing the increasing commercialization of education, and, on the other hand, inadequate public funding for education and the official thrust towards 'alternative'schools. These factors indicate a shifting of responsibility for education from the state to the family and the community. We need to be vigilant about the pressures to commodify schools and the application of market-related concepts to schools and school quality. The increasingly competitive environment into which schools are being drawn and the aspirations of parents place a tremendous burden of stress and anxiety on all children, including the very young, to the detriment of personal growth and development, and thus hampering the inclusion of the joy of learning."

We feel that in order to ensure the aim of UEE, it is desirable that the Union Government makes a comprehensive review of the policies and their implications for this national task. We refer here to the very positive stance taken by the Central Advisory Board on Education (CABE) committee under the chairmanship of Sri Kapil Sibal .The report says that the committee had requested National Institute of Educational Planning and Administration (NIEPA) to prepare an estimate of expenditure that would be required during the Eleventh Five Year Plan for ensuring elementary education as a fundamental right. NIEPA's formulation was not found acceptable by the committee for the reason that the estimate did not take into account the money that Government must spend to provide economic support to the weaker sections to enable them to send their children to school.

One hopes that the Government reconsiders this approach with due importance. These measures are imperative for removing the barriers to UEE, so that the goals of EFA are realized by 2010.



SI/s, ENUMERATORS AND SUPERVISORS OF CANNING - I



MEETING WITH ENUMERATORS, SUPERVISORS & RESOURCE TEACHERS AT SI OFFICE IN CANNING - I



SI(s) OF CANNING-I AND GHUTIARISHARIF CIRCLE IN A MEETING AT SCERT (WB)



MEETING OF SI/s WITH DR. RATHINDRANATH DE, DIRECTOR SCERT (WB) AND PROF. RANJUGOPAL MUKHERJEE, MEMBER ACADEMIC SUB-COMMITTEE, SCERT (WB)

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APPENDIX 1

List of Primary Schools in Canning-I including Ghutiarisharif

Sl. No.	Name of the School
1	Adhla Free Primary
2	Amraberia Free Primary
3	Amtala Free Primary
4	Andharia Free Primary
5	Badamtala Free Primary
6	Badri Free Primary
7	Bahirsona Free Primary
8	Baikunthapur Free Primary
9	Banibada Belekhali S Free Primary
10	Banibada Free Primary
11	Bansra Nutun Free Primary
12	Bansra Pratapgar Colony Free Primary
13	Bayersingh Free Primary
14	Belkhali Free Primary
15	Bholea Free Primary
16	Boro Dumki Free Primary
17	Budhakhali M Siksha Niketan Free Primary
18	Budhukula Free Primary
19	Canning New Model Free Primary
20	Canning Rajkrishna A Sishu Junior Basic
21	Chanddah Free Primary
22	Chandkhali Junior Basic
23	Dabu Joyramkhali Free Primary
24	Dakshin Angadberia Free Primary
25	Dakshin Bansra S Naskar Free Primary
26	Dakshin Budhukhali Free Primary
27	Dakshin Kalitala Free Primary
28	Daria Junior Basic
29	Debishabad Free Primary
30	Dharmatala Free Primary
31	Dighirpar No 1 Free Primary
32	Dighirpar No 2 Free Primary
33	Dumki Free Primary
34	Gandhinagar S Vidyalaya Free Primary
35	Ganthi Free Primary
36	Garhkhali Deshkalyan Free Primary

Sl. No.	Name of the School
37	Ghoshpara Free Primary
38	Ghutiari sharif Free Primary
39	Gobramari Free Primary
40	Golabari Budhukhali Free Primary
41	Golabari Free Primary
42	Goladhora Kusummoni Free Primary
43	Goladdhora Naliakhali Free Primary
44	Golakpara Free Primary
45	Gopalpur Free Primary
46	Gourdha Free Primary
47	Gourdha Kuhakaka Free Primary
48	Hapukuria Debishabad Free Primary
49	Hatamari Free Primary
50	Hatpukuria Free Primary
51	Hatpukuria New Free Primary
52	Herobhanga Free Primary
53	Herobhanga Kacharipara Free Primary
54	Hinchakhali Free Primary
55	Itkhola Free Primary
56	Jugiyar chak Free Primary
57	Kakra Daha Free Primary
58	Kalitala Junior Basic
59	Karkhaner Chak Free Primary
60	Khas Kumrakhali Free Primary
61	Kolaria Free Primary
62	Korakati JuniorBasic
63	Korakati Madya Para Free Primary
64	Kripakhali Free Primary
65	Kumar Sha Ojapara Free Primary
66	Kumarsa Free Primary
67	Kumrakhali Free Primary
68	Lakshmi Narayanpur Free Primary
69	Madhukhali Free Primary
70	Majherpara Free Primary
71	Malirdar Free Primary
72	Malirdar New Free Primary
73	Mithakhali Free Primary
74	Monsapukur Bansra Free Primary
75	Mora Haldi Free Primary
76	Morapai Devishabad Free Primary
77	Morapai Free Primary
78	Moukhali Bondebi Free Primary
79	Narayangar Free Primary

Sl. No.	Name of the School
80	New Pangaskhali Free Primary
81	Pangashkhali Free Primary
82	Paranikheko Free Primary
83	Paranikheko New Free Primary
84	Paschim Hatamari Free Primary
85	Pather Dabi Free Primary
86	Pattabhanga Free Primary
87	Piyali Free Primary
88	Poramura Free Primary
89	Purba Dighirpar Free Primary
90	Rajapur Free Primary
91	Rajkrishna Nagar GS Free Primary
92	Ramamari Free Primary
93	Raybagini Junior Basic
94	Redokhali Free Primary
95	Ronia Free Primary
96	Sangram Nagar Free Primary
97	Saratpally Gunadhar Bhunia Free Primary
98	Saint Gabriel Free Primary
99	Shib Nagar Free Primary
100	Shib Nagar New Free Primary
101	Sibh Nagar Free Primary
102	SriKrishna pur Manosapukur Free Primary
103	Stimarchak Free Primary
104	Sundi Pukuria Free Primary
105	Taldi JuniorBasic
106	Taldi Kheyerghat Free Primary
107	Tangra Khali Free Primary
108	Tentulberia Free Primary
109	Thakuraniberia Free Primary
110	Thumkati Nityamoni Free Primary
111	Uttar Angadberia Free Primary
112	Uttar Budhakhali Free Primary
113	Uttar Redokhali Free Primary

(Source:DISE data)

APPENDIX 2
(CATEGORY 1)

OBSERVATION SCHEDULE

FOR

HEAD TEACHERS OF PRIMARY SCHOOL

1.Name of the School: ______________________________

2 a). Address of the School: ______________________________

____

____

____

b). Location of the School: Rural: ☐ Urban: ☐

(please tick the appropriate box)

c). Contact Number (If any): ______________________________

3.Type of the School: Govt./ Aided / Private Management

(please tick the appropriate one)

4.Timing of the School: Morning / Day Hours: ______________

(Please enclose a copy of the Class Routine)

5.Total number of students: ______________________________

6.Class wise distribution of students in the present academic year:

Class	General			S.C.			S.T.			O.B.C.			Disabled		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
I															
II															
III															
IV															
V															
Total															

7 Class wise number of dropouts of the students in the present academic year

Class	General			S.C.			S.T			O.B.C.			Disabled		
	B	G	T	B	G	T	B	G	T	B	G	T	B	G	T
I															
II															
III															
IV															
V															
Total															

ABBREVIATIONS USED:
B → BOYS ; G → GIRLS ; T → TOTAL ; S.C. – SCHEDULE CASTE
S.T. → SCHEDULE TRIBE

8 Average distance between the School and the learner's residence:
(please tick the appropriate box)

i) Up to 2Km: ☐

ii) Between 2-5 Km: ☐

iii) More than 5 Km: ☐

9 Whether the School has its own Building? Yes / No

a) If Yes, Pucca or Kuccha: ______________

b) Number of rooms in the School: ______________

c) Is the classroom accommodation sufficient? Yes / No

10 Does the School have a Playground? Yes / No

a) If No, where do you arrange the outdoor activities for the students?
____

11. Does the School have Toilet facilities? Yes / No

a) If Yes, number of toilets: ____________

b) Does the School have separate toilet facilities for girl students? Yes / No

c) Does the School have separate toilet facilities for gents and lady teachers? Yes / No

d) If No, what alternate arrangements do you have for the teachers and the students?

____
____
____

12. Does the School have provisions for Drinking water? Yes / No

a) Whether it is sufficient? Yes / No

If Yes, what are sources of drinking water? (please tick the appropriate choice)

i) Tube well: ☐

ii) Tap water: ☐

iii) Any other sources ☐

b) If No, how is the need for drinking water met in the School? ____________
____
____

13. Number of Teachers in the School Male ☐ Female ☐ Total ☐

a) Whether the number of teachers in the School is adequate? Yes No

b) Educational qualification (including training) of the teachers:

Qualifications	Number of Teachers
i) Higher Secondary	____________
ii) Graduate (Pass / Honours)	____________

iii) Post Graduate: ____________________

iv) Any other: ____________________

v) Professional training: ____________________

c) Distance of teachers' residence from School (please tick the appropriate box):

i) Up to 2Km: ☐

ii) Between 2-5 Km ☐

iii) More than 5 Km: ☐

d) Mode of transport normally used by teachers (please tick the appropriate box):

i) Walking: ☐

ii) Cycle: ☐

iii) Rickshaw: ☐

iv) Van: ☐

v) Auto rickshaw: ☐

vi) Bus: ☐

vii) Any other mode (please specify): ☐

14. Medium of Instruction followed in the School: ____________________

15. Learning Materials used in the School (Please specify)

____

____

____

16. Does the School receive Textbooks from the Government? Yes / No

a) If Yes, whether they are obtained on time: Yes / No

i) If Yes, whether the number of textbooks obtained is sufficient: Yes / No

ii) If No, the number of shortfall: ____________________

iii) Post Graduate ____________________

iv) Any other ____________________

v) Professional Training ____________________

c) Distance of teachers' residence from School (please tick the appropriate box)

i) Up to 2 Km ☐

ii) Between 2-5 Km ☐

iii) More than 5 Km ☐

d) Mode of transport normally used by teachers (please tick the appropriate box)

i) Walking ☐

ii) Cycle ☐

iii) Rickshaw ☐

iv) Van ☐

v) Autorickshaw ☐

vi) Bus ☐

vii) Any other mode (please specify) ☐

14. Medium of Instruction followed in the school: ____________________

15. Learning Materials used in the School (Please specify): ____________________

____

____

16. Does the School receive Textbooks from the Government? Yes/No

a) If Yes, whether they are obtained on time Yes/No

b) If Yes, whether the number of textbooks obtained is sufficient Yes/No

c) If No, the number of shortfall

b) If Not received on time then the extent of delay: (please tick the approp ate box)

i) Up to 2 months: ☐

ii) Between 2-4 months: ☐

iii) Between 4-6 months: ☐

iv) More than 6 months: ☐

c) The reason(s) for it:

____

____

____

____

____

17 Status of Midday Meal:

a) Whether provided regularly: Yes / No

b) Whether cooked food is served: Yes / No

c) Items served in general (please tick the appropriate boxes):

i) Rice ☐ ii) Dal ☐ iii) Vegetables ☐ iv) Chap tti ☐

v) Bread ☐ vi) Egg ☐ vii) Fruit ☐ viii) An other ☐

18. Whether Uniforms are provided to the students: Yes / No

a) If Yes, whether the uniforms are provided to all students: Yes No

i) If No, then to how many number of students? _______________

b) If No, the reasons for not providing the uniforms at all: _______________

____

____

19 Nature of Infrastructural facilities available with the School:

a) Furniture:

i) Number of tables: ☐

ii) Number of chairs: ☐

iii) Number of almirahs: ☐

iv) Others: ☐

b) Number of Blackboards: ☐

c) Educational kits (please specify) ______________________

(Question 20): We appreciate that information relating to the following may not be within your knowledge. Please try to provide a general idea about these from your personal observations. Please do not mind if you cannot fill in this part.

20 Socio-economic background of the students (please tick the appropriate box):

a) Family structure Nuclear ☐ Joint ☐

b) Average Number of family members: ______________________

c) Parents' academic qualification:

	Father	Mother
i) Illiterate:	☐	☐
ii) Literate:	☐	☐
iii) Upto V:	☐	☐
iv) Upto Madhyamik:	☐	☐

d) Family occupation:

i) Agriculture	☐	iii) Family Profession	☐	v) Service	☐
ii) Fishing	☐	iv) Cottage Industry	☐	vi) Business	☐

Others (Please specify): ________________________________

e) Whether both parents earn: Yes / No

Average family income per month:

i) Below Rs500: ☐

ii) Between Rs 500-1000: ☐

iii) Between Rs 1000-2000: ☐

iv) Between Rs 2000-5000: ☐

v) Between Rs 5000-10,000: ☐

vi) Above Rs 10,000: ☐

21.Do the families give adequate support to their children? (please tick the appropriate boxes)

a) Food and Nutrition: ☐

b) Educational Accessories (Exercise books, pens, pencils etc.) ☐

c) Space: ☐

d) ' Time: ☐

e) Learning assistance: ☐

f) Psychological support ☐

22. What support does the School try to give to the students apart from classroom teaching?

____
____
____
____
____

23 Role played by the Local public authorities in addressing the problems of the Schools/ Teachers/ Students:

____
____
____
____
____

24 Role (if any), played by clubs, organizations. voluntary bodies etc.

____
____
____
____
____

Date ____________________

____
Signature of the Head teacher

APPENDIX 2
(CATEGORY 2)

শিক্ষক / শিক্ষিকাদের জন্য প্রশ্নোত্তরিকা

নিচের প্রশ্নগুলি মন দিয়ে পড়ে উত্তর দিন। প্রশ্নোত্তরিকাতে ব্যবহৃত খোপগুলিতে আপনার বিবেচনা অনুযায়ী টিক (✓) চিহ্ন দিন।

১। নাম ঃ ______________________________

পুরুষ ☐ মহিলা ☐

২। ক) বিদ্যালয়ের নাম ঃ ______________________________

খ) বিদ্যালয়ের ঠিকানা ঃ ______________________________

____

গ) বিদ্যালয়ের অবস্থান ঃ

শহর ☐ গ্রাম ☐

৩। শিক্ষাগত যোগ্যতা ঃ ______________________________

৪। কত বছর শিক্ষকতা করছেন? ______________________________

৫। বিদ্যালয়ের পরিকাঠামোগত অবস্থা ঃ

ক) শ্রেণী কক্ষ ভালো ☐ মোটামুটি ☐ খারাপ ☐

খ) চেয়ার / টেবিল / বোর্ড ইত্যাদি

ভালো ☐ মোটামুটি ☐ খারাপ ☐

৬। বিদ্যালয় থেকে আপনার বাসস্থানের দূরত্ব ঃ

ক) ১ কিমির মধ্যে ☐

খ) ১ - ৩ কিমির মধ্যে ☐

গ) ৩ কিমির মধ্যে ☐

৭। আপনি কিভাবে বিদ্যালয়ে যান?

ক) হেঁটে ☐ খ) সাইকেলে ☐ গ) রিক্সায় ☐

ঘ) ভ্যানে ☐ ঙ) ট্রেনে ☐ চ) বাসে ☐

ছ) অন্যান্য উপায়ে ☐

৮। ক) পড়ানোর সময় কি কি অসুবিধার সম্মুখীন হন?

(এখানে একাধিক খোপে টিক (✓) চিহ্ন দেওয়া যেতে পারে।)

১) শ্রেণী কক্ষে [redacted] ছাত্র / ছাত্রীর সংখ্যা বেশী ☐

২) শ্রেণী কক্ষে কম আলো ☐

৩) শ্রেণী কক্ষ আয়তনে ছোট ☐

৪) শ্রেণী কক্ষে ছাত্র / ছাত্রীদের বসার জায়গার অভাব ☐

৫) শিক্ষার উপকরণের অভাব

বই ☐ খাতা ☐

অন্যান্য উপকরণ (উল্লেখ করুন) ____________________

৬) ছাত্র / ছাত্রীরা অমনোযোগী ☐

খ) অন্যান্য আর কি কি অসুবিধার সম্মুখীন হন?

১) পরিচালক মণ্ডলীর সহযোগিতার অভাব ☐

২) বহিরাগতদের হস্তক্ষেপ ☐

৩) অভিভাবক / অভিভাবিকাদের চেতনা ও উৎসাহের অভাব ☐

৪) অন্যান্য কারণ (উল্লেখ করুন) ____________________

৯ ছাত্র / ছাত্রীদের মানসিকতা ঃ

ক) শিক্ষক/ শিক্ষিকার প্রতি

অনুগত ☐ উদাসীন ☐ অনুগত নয় ☐

খ) শিক্ষার প্রতি

আগ্রহী ☐ উদাসীন ☐ আগ্রহের অভাব ☐

গ) বিদ্যালয়ের প্রতি

পছন্দ ☐ উদাসীন ☐ অপছন্দ ☐

ঘ) শ্রেণী কক্ষে ছাত্র / ছাত্রীদের নিজেদের মধ্যে সম্পর্ক

বন্ধুত্বপূর্ণ ☐ কম বন্ধুত্ব ☐ তিক্ত সম্পর্ক ☐

১০। অভিভাবক / অভিভাবিকাদের মানসিকতা ঃ

ক) শিক্ষক/ শিক্ষিকার প্রতি

সহযোগী ☐ উদাসীন ☐ অসহযোগী ☐

খ) শিক্ষার প্রতি

সচেতন ☐ উদাসীন ☐ সচেতনতার অভাব ☐

গ) বিদ্যালয়ের প্রতি

পছন্দ ☐ উদাসীন ☐ অপছন্দ ☐

১১। ছাত্র / ছাত্রীদের দুর্বলতা ও তার কারণ উল্লেখ করুন।

১) ____________________ কারণ ____________________

২) ____________________ কারণ ____________________

৩) ____________________ কারণ ____________________

১২। আপনার মতে দুর্বলতা দূর করার উপায় কী কী হতে পারে?

১) ____________________

২) ____________________

৩) ____________________

,। আপনার মত :

ক) বর্তমান পাঠক্রমের সম্বন্ধে

	কঠিন	ঠিক আছে	সরল
১) প্রথম শ্রেণী	☐	☐	☐
২) দ্বিতীয় শ্রেণী	☐	☐	☐
৩) তৃতীয় শ্রেণী	☐	☐	☐
৪) চতুর্থ শ্রেণী	☐	☐	☐
৫) পঞ্চম শ্রেণী	☐	☐	☐

খ) শিক্ষার উপকরণ (বই / খাতা / পেনসিল ইত্যাদি)

১) প্রয়োজন মতন আছে ☐

২) প্রয়োজনের তুলনায় কম ☐

৩) একেবারে নেই ☐

গ) বিদ্যালয়ের পারিপার্শ্বিক পরিবেশ

১) শান্তি পূর্ণ	হ্যাঁ	☐	না	☐
২) সৌহার্দ্য পূর্ণ	হ্যাঁ	☐	না	☐
৩) অপ্রীতিকর	হ্যাঁ	☐	না	☐

ঘ) আপনার মতে ছাত্র / ছাত্রীদের বিদ্যালয় ছেড়ে যাওয়ার কারণ (এখানে একাধিক খোপে টিক (✓) চিহ্ন দেওয়া যেতে পারে।)

১) পড়াশনায় আগ্রহ নেই ☐

২) বিদ্যালয় যেতে ভালো লাগে না ☐

৩) কাছাকাছি বিদ্যালয় নেই ☐

৪) বিদ্যালয় যাবার পথ ভালো নয় ☐

৫) যাতায়াতের প্রয়োজনীয় ব্যবস্থা না থাকা ☐

৬) বিদ্যালয়ের কাজের সময় অসুবিধাজনক ☐

৭) বিদ্যালয় কক্ষে স্থানাভাব ☐

৮) বিদ্যালয়ে অন্যান্য সুযোগ সুবিধার অভাব ☐

৯) পরীক্ষায় অকৃতকার্য হওয়া ☐

১০) বাড়ির কাজ করতে হয় ☐

১১) পারিবারিক পেশায় সাহায্য করতে হয় ☐

১২) অর্থ উপার্জন করতে হয় ☐

ঙ) স্থানীয় স্বেচ্ছাসেবী সংস্থার ভূমিকা :

সহায়ক ☐ উদাসীন ☐ প্রতিবন্ধক ☐

১৪। ছাত্র / ছাত্রীদের খাবার (মিড-ডে মিল) দেওয়া হয় কি?

হ্যাঁ ☐ না ☐

ক) দেওয়া হলে, দিনের কোন সময় দেওয়া হয়? ______________________

খ) কারা প্রস্তুত করেন? ______________________

গ) কারা পরিবেশন করেন? ______________________

ঘ) এই ব্যবস্থার উন্নতি বিধানে আপনার পরামর্শ ______________________

____

উত্তরদাতার স্বাক্ষর : ______________________

সমীক্ষকের নাম : ______________________

সমীক্ষার তারিখ : ______________________

সমীক্ষকের স্বাক্ষর : ______________________

APPENDIX 2
(CATEGORY 3)

গ্রাম সংসদ / গ্রাম পঞ্চায়েত / পঞ্চায়েত সমিতি / ব্লকের কর্মকর্তার জন্য প্রশ্নোত্তরিকা ঃ

নিচের প্রশ্নগুলি মন দিয়ে পড়ে উত্তর দিন। প্রশ্নোত্তরিকাতে ব্যবহৃত বাক্সগুলিতে আপনার অবগতি ও বিবেচনা অনুযায়ী টিক (✓) চিহ্ন দিন।

১। ক) গ্রাম শিক্ষা কমিটির নাম ও নম্বর ঃ ____________________

খ) গ্রাম সংসদের নাম ঃ ____________________

গ) গ্রাম পঞ্চায়েতের নাম ঃ ____________________

ঘ) ব্লক কর্মকর্তার নাম ঃ ____________________

ঙ) নিকটতম প্রাথমিক বিদ্যালয়ের নাম ঃ ____________________

____

২। গ্রাম সংসদের এলাকায় নিম্নলিখিত শিক্ষা প্রতিষ্ঠান কতগুলি আছে — তার সংখ্যা লিখুন।

ক) প্রাথমিক বিদ্যালয় ঃ ____________________

খ) শিশু শিক্ষা কেন্দ্র ঃ ____________________

গ) সেতু পাঠক্রম কেন্দ্র (প্রাথমিক স্তরে) ঃ ____________________

ঘ) অন্যান্য ঃ ____________________

৩। সংশ্লিষ্ট গ্রাম সংসদের এলাকায় পাড়া / বসতি ভিত্তিক বেশীরভাগ মানুষ কী কী পেশার সঙ্গে যুক্ত?

সংখ্যার তারতম্যের ভিত্তিতে উপযুক্ত ঘরে নিম্নলিখিত পনেরোটি সংকেত সংখ্যার মধ্যে থেকে যথাযথ সংখ্যাগুলি লিখুন।

ক) সবচেয়ে বেশী ঃ ____________________

খ) মাঝারী ঃ ____________________

গ) সবচেয়ে কম ঃ ____________________

সংকেত সংখ্যা	পেশার নাম	সংকেত সংখ্যা	পেশার নাম
১)	কৃষিকাজ (নিজের জমিতে)	৯)	দিন মজুর (কৃষিকাজ ব্যতীত)
২)	অন্যত্র অনির্দিষ্ট কাজ	১০)	পশু পালন (গরু, ছাগল, মহিষ)
৩)	চাকুরী	১১)	মুরগী খামার
৪)	ব্যবসা	১২)	রাজমিস্ত্রী, সোনার কাজ, রূপার কাজ, লোহার কাজ, কাঠের কাজ ইত্যাদি।
৫)	মাছ ধরা		
৬)	মৎস্য চাষ	১৩)	ভ্যান / রিক্সা চালক
৭)	কুটির শিল্প	১৪)	দোকান চালানো
৮)	ক্ষেত মজুর	১৫)	অন্যান্য

৪। সংশ্লিষ্ট গ্রাম সংসদের এলাকায় শিশুর সংখ্যা সংক্রান্ত তথ্য লিখুন (২০০৫ - ২০০৬)।

৫ থেকে ১০ বছরের শিশুদের জন্য		
বিভাগ	বালিকা	বালক
সাধারণ		
তফশিলী জাতি		
তফশিলী উপজাতি		
সংখ্যালঘু সম্প্রদায়		
বিশেষ চাহিদা সম্পন্ন		
মোট		

৫। বসতি ভিত্তিক পরিকল্পনায় সংগৃহীত তথ্য অনুযায়ী (২০০৫ - ২০০৬) সংশ্লিষ্ট সংসদে বিদ্যালয় বহির্ভূত শিশুর সংখ্যা সংক্রান্ত তথ্য লিখুন।

৫ থেকে ১০ বছরের শিশুদের জন্য				
বিভাগ	কখনো বিদ্যালয়ে ভর্ত্তি হয়নি		পড়তে পড়তে ছেড়ে দিয়েছে	
	বালিকা	বালক	বালিকা	বালক
সাধারণ				
তফশিলী জাতি				
তফশিলী উপজাতি				
সংখ্যালঘু সম্প্রদায়				
পৃথক সাহায্যের প্রয়োজন সম্পন্ন				
মোট				

৬। ক) গ্রাম - সংসদের অঞ্চলে / এলাকায় বসবাসকারী ৫ থেকে ১০ বছরের শিশুরা যারা ভর্তি হতে পারেনি অথবা বিদ্যালয় ছুট হয়ে গেছে — নিম্নলিখিত কারণ গুলির মধ্যে যথোপযুক্ত খোপে মোট শিশুর সংখ্যা লিখুন (২০০৫ - ২০০৬)।

বিভাগ / কারণ	সাধারণ		তফশিলী জাতি		তফশিলী উপজাতি		সংখ্যালঘু সম্প্রদায়		বিশেষ চাহিদা সম্পন্ন	
	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক	বালিকা	বালক
১। কাছাকাছি বিদ্যালয় নেই										
২। বিদ্যালয়ে যাতায়াতের সুবিধা নেই										
৩। লেখাপড়ায় আগ্রহ নেই										
৪। বাবা-মা চান না										
৫। বিদ্যালয় কক্ষে স্থানাভাব										
৬। গৃহকর্ম করতে হয়										
৭। পারিবারিক পেশায় সাহায্য করতে হয়										
৮। রোজগারের জন্য কাজে নিযুক্ত										
৯। বিশেষ চাহিদা সম্পন্ন শিশুদের জন্য প্রয়োজনীয় ব্যবস্থা না থাকা										
১০। অন্যান্য কারণ										

৬। খ) এই সমস্যাগুলির সমাধানের জন্য আপনারা কোন ব্যবস্থা নিয়ে থাকলে — তার সংক্ষিপ্ত বিবরণ দিন।

৭। ক) আপনার এলাকায় প্রাথমিক বিদ্যালয়ের পড়ুয়াদের জন্য খেলাধূলা ও অন্যান্য সহপাঠক্রমিক কাজের আয়োজন কি আছে?

হ্যাঁ ☐ না ☐

খ) যদি থাকে, তার সংক্ষিপ্ত বিবরণ দিন।

৮। ক) আপনার এলাকায় প্রাথমিক বিদ্যালয়ের পড়ুয়াদের শিক্ষামূলক ভ্রমণের / প্রকৃতি পরিচয়ের কর্মসূচী আছে কি ?

হ্যাঁ ☐ না ☐

খ) যদি থাকে, তার সংক্ষিপ্ত বিবরণ দিন।

৯। ক) আপনার এলাকায় শিক্ষা / স্বাস্থ্য সচেতনতা বৃদ্ধির জন্য কোন কর্মসূচী / ব্যবস্থা গ্রহণ করা হয়েছে?

হ্যাঁ ☐ না ☐

খ) যদি হয়, তার সংক্ষিপ্ত বিবরণ দিন।

গ) এই কর্মসূচীতে কারা অংশগ্রহণ করেন।

১০। আপনার এলাকায় পরিস্রুত পানীয় জলের যোগান / শৌচাগারের ব্যবস্থা আছে কি?

ক) পানীয় জলের যোগান ঃ হ্যাঁ ☐ না ☐

খ) শৌচাগারের ব্যবস্থা ঃ হ্যাঁ ☐ না ☐

১১। ক) আপনার এলাকায় প্রাথমিক শিক্ষার সঙ্গে যুক্ত কোন স্বেচ্ছাসেবী সংস্থা আছে কি?

হ্যাঁ ☐ না ☐

খ) থাকলে, নাম জানান ঃ ______________________

গ) ঠিকানা ঃ ______________________

১২। ক) আপনার এলাকায় কোন সংস্থা তফশিলী জাতি, তফশিলী উপজাতি, সংখ্যালঘু সম্প্রদায়, বিশেষ চাহিদা সম্পন্ন শিশুদের শিক্ষা প্রসারের জন্য কোন স্বতন্ত্র কর্মসূচী গ্রহণ করেছে কি?

হ্যাঁ ☐ না ☐

খ) কোন কর্মসূচী গ্রহণ করে থাকলে, তার সংক্ষিপ্ত বিবরণ ও ফলাফল জানান।

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উত্তরদাতার স্বাক্ষর ও পরিচয় ঃ ______________________

____

সমীক্ষকের নাম ঃ ______________________

সমীক্ষার তারিখ ঃ ______________________

সমীক্ষকের স্বাক্ষর ঃ ______________________

APPENDIX 2
(CATEGORY 4)

অভিভাবক / অভিভাবিকাদের জন্য প্রশ্নোত্তরিকা

নিচের প্রশ্নগুলি মন দিয়ে পড়ে উত্তর দিন। প্রশ্নোত্তরিকাতে ব্যবহৃত খোপগুলিতে আপনার বিবেচনা অনুযায়ী টিক (✓) চিহ্ন দিন।

১। বাবা / মার নাম ও বয়স ঃ

ক) বাবা ঃ ______________________ বয়স ঃ ______

খ) মা ঃ ______________________ বয়স ঃ ______

গ) সম্প্রদায় ঃ

(১) সাধারণ ☐ (২) তফশিলী জাতি ☐

(৩) তফশিলী উপজাতি ☐ (৪) সংখ্যালঘু ☐

(৫) অন্যান্য ☐

২। ঠিকানা ঃ ______________________

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৩। বাসস্থান থেকে আপনার ছেলে মেয়ের বিদ্যালয়ের দূরত্ব ঃ

ক) ১ কিমির মধ্যে ☐

খ) ১ - ৩ কিমির মধ্যে ☐

গ) ৩ কিমির বেশী ☐

৪। বিদ্যালয়টি এই গ্রামে না অন্য গ্রামে ?

ক) এই গ্রামে ☐ খ) অন্য গ্রামে ☐

৫। আপনার ছেলে মেয়েরা কিভাবে বিদ্যালয়ে যায় ?

ক) হেঁটে ☐ খ) সাইকেলে ☐ গ) রিক্সায় ☐

ঘ) বাসে ☐ ঙ) অন্যান্য ☐

৬। পরিবারের সামাজিক ও অর্থনৈতিক পটভূমি ঃ

ক) পারিবারিক গঠন ঃ একক ☐ যৌথ ☐

খ) পরিবারে সদস্য সংখ্যা ঃ ______________________

গ) বাবা মার শিক্ষাগত যোগ্যতা ঃ

	বাবা	মা
(১) নিরক্ষর	☐	☐
(২) সাক্ষর	☐	☐
(৩) পঞ্চম শ্রেণী পর্যন্ত	☐	☐
(৪) মাধ্যমিক পর্যন্ত	☐	☐

ঘ) জীবিকা ঃ

(১) কৃষিকাজ ☐ (২) মাছ চাষ / ব্যবসা ☐

(৩) কুটির শিল্প ☐ (৪) চাকরি ☐

(৫) ব্যবসা ☐ (৬) অন্যান্য ☐

ঙ) পরিবারে উপার্জনকারী ব্যক্তির সংখ্যা ঃ ____________

চ) বাবা-মা উভয় কি উপার্জনকারী? হ্যাঁ ☐ না ☐

ছ) পরিবারের গড় মাসিক আয় ঃ

(১) ৫০০ টাকার নিচে ☐

(২) ৫০০ - ১০০০ টাকার মধ্যে ☐

(৩) ১০০০ - ২০০০ টাকার মধ্যে ☐

(৪) ২০০০ - ৫০০০ টাকার মধ্যে ☐

(৫) ৫০০০ - ১০,০০০ টাকার মধ্যে ☐

(৬) ১০,০০০ টাকার বেশী ☐

৭। আপনার ৫ থেকে ১০ বছর বয়সের সন্তানের সংখ্যা ঃ

ছেলে ☐ মেয়ে ☐ মোট ☐

৮। এদের মধ্যে কতজন বিদ্যালয়ে যায়?

ছেলে ☐ মেয়ে ☐

ক) আপনার সন্তানদের মধ্যে যারা বিদ্যালয়ে যায় না — তাদের না যাওয়ার কারণ ঃ

(১) পড়াশুনায় আগ্রহ নেই ☐

(২) বিদ্যালয়ে যেতে ভাল লাগে না ☐

(৩) কাছাকাছি বিদ্যালয় নেই ☐

(৪) বিদ্যালয় যাবার পথ ভালো নয় ☐

(৫) যাতায়াতের প্রয়োজনীয় ব্যবস্থা না থাকা ☐

(৬) বিদ্যালয়ের কাজের সময় অসুবিধাজনক ☐

বিদ্যালয়ের সময় ঃ ____________

আপনার সুবিধাজনক সময় ঃ ____________

(৭) বিদ্যালয় কক্ষে স্থানাভাব ☐

(৮) বিদ্যালয়ে অন্যান্য সুযোগ সুবিধার অভাব ☐

(৯) পরীক্ষায় অকৃতকার্য হওয়া ☐

(১০) গৃহকর্ম করতে হয় ☐

(১১) পারিবারিক পেশায় সাহায্য করতে হয় ☐

(১২) অর্থ উপার্জন করতে হয় ☐

খ) আপনার ৫ থেকে ১০ বছর বয়সের সন্তানদের মধ্যে কেউ কি বিদ্যালয়ে পড়তে পড়তে ছেড়ে দিয়েছে?

✓ হ্যাঁ ☐ না ☐

(১) যদি ছাড়ে, কতজন ছেড়েছে?

ছেলে ☐ মেয়ে ☐

(২) কোন শ্রেনীতে পড়া ছেড়েছে এবং কতজন?

সংখ্যা

(অ) প্রথম শ্রেনী ☐ __________

(আ) দ্বিতীয় শ্রেনী ☐ __________

(ই) তৃতীয় শ্রেনী ☐ __________

(ঈ) চতুর্থ শ্রেনী ☐ __________

(উ) পঞ্চম শ্রেনী ☐ __________

(৩) বিদ্যালয় ছাড়ার কারণ ঃ

(অ) পড়াশুনায় আগ্রহ নেই ☐

(আ) বিদ্যালয় যেতে ভালো লাগে না ☐

(ই) কাছাকাছি বিদ্যালয় নেই ☐

(ঈ) বিদ্যালয় যাবার পথ ভালো নয় ☐

(উ) যাতায়াতের প্রয়োজনীয় ব্যবস্থা না থাকা ☐

(ঊ) বিদ্যালয়ের কাজের সময় অসুবিধাজনক ☐

বিদ্যালয়ের সময় ঃ __________

আপনার সুবিধাজনক সময় ঃ __________

(ঋ) বিদ্যালয় কক্ষে স্থানাভাব ☐

(ঌ) বিদ্যালয়ে অন্যান্য সুযোগ সুবিধার অভাব ☐

(এ) পরীক্ষায় অকৃতকার্য হওয়া ☐

(ঐ) গৃহকর্ম করতে হয় ☐

(ও) পারিবরিক পেশায় সাহায্য করতে হয় ☐

(ঔ) অর্থ উপার্জন করতে হয় ☐

৯। আপনি কি আপনার ছেলে মেয়েদের বিদ্যালয় পাঠাতে ইচ্ছুক?

হ্যাঁ ☐ না ☐

যদি ইচ্ছুক হন — তার কারণ কি?

(ক) চাকরী পাওয়ার জন্য ☐

(খ) পারিবারিক ব্যবসা চালাবার জন্য ☐

(গ) মানুষ হবার জন্য ☐

(ঘ) সুস্থ সামাজিক জীবন যাপনের জন্য ☐

১০। আপনার মতে আপনার সন্তানের জীবনে শিক্ষালাভের মূল্য ঃ

(ক) খুব বেশী ☐ (খ) কিছুটা আছে ☐

(গ) মোটেই নেই ☐ ☐

১১। আপনার ছেলে মেয়েরা যে বিদ্যালয়ে পড়ে সেখানকার পঠন পাঠন সম্পর্কে আপনার ধারণা ঃ

(ক) খুব ভালো ☐ (খ) ভালো ☐

(গ) মোটামুটি ☐ (ঘ) ভালো নয় ☐

(ঙ) খারাপ ☐ (চ) খুব খারাপ ☐

১২। আপনার ছেলে মেয়েরা কি পড়াশুনা করতে ভালোবাসে?

হ্যাঁ ☐ না ☐

(ক) পছন্দের বিষয়

(১) ______

(২) ______

(৩) ______

(খ) অপছন্দের বিষয়

(১) ______

(২) ______

(৩) ______

(গ) বিষয়গুলি পছন্দের কারণ ঃ

(১) সহজে বুঝতে পারে ☐

(২) আনন্দ পায় ☐

(৩) বইগুলি পছন্দসই ☐

(৪) ভালো করে পড়ানো হয় ☐

(ঘ) বিষয়গুলি অপছন্দের কারণ ঃ

(১) বিষয়গুলি কঠিন ☐

(২) বিষয়বস্তুটি বুঝতে না পারা ☐

(৩) বিষয়টির প্রতি আগ্রহের অভাব ☐

(৪) বইগুলি মনটানে না ☐

(৫) ভালো করে পড়ানো হয় না ☐

(৬) অন্যান্য ☐

১৩। বাড়িতে পড়াশুনার জন্য নিম্নলিখিত কোন্ কোন্ সুবিধা আছে?

(ক) পড়াশুনার জন্য আলাদা জায়গা আছে ☐

(খ) পড়াশুনার জন্য প্রয়োজনীয় বই-খাতা আছে ☐

(গ) বাড়ির কাজ করতে হয় না ☐

(ঘ) বাড়ির ছোট ভাই-বোনদের দেখাশুনার ভার নিতে হয় না ☐

(ঙ) কাজের সন্ধানে অন্যত্র যেতে হয় না ☐

১৪। আপনার ছেলে মেয়েদের লেখা পড়ার বাড়তি সাহায্য প্রয়োজন আছে কি?

হ্যাঁ ☐ না ☐

(ক) যদি প্রয়োজন থাকে - কে সাহায্য করেন ?

(১) আপনি সাহায্য করেন

(২) পরিবারের অন্য কেউ সাহায্য করেন

(৩) গৃহশিক্ষকের প্রয়োজন হয়

(৪) কোচিং ক্লাসে যায়

(৫) অন্যান্য উপায়

(খ) আপনার ছেলে মেয়েদের শিক্ষা ক্ষেত্রে বাড়তি সাহায্য দেবার জন্য, আপনাকে মাসিক কত খরচা বহন করতে হয় ?

(১) কোন বাড়তি খরচা নেই

(২) ৫০ - ১০০ টাকার মধ্যে

(৩) ১০০ - ২০০ টাকার মধ্যে

(৪) ২০০ - ৫০০ টাকার মধ্যে

(৫) ৫০০ টাকার বেশী

১৫। আপনার বাড়ির ছেলে মেয়েরা যে বিদ্যালয়ে পড়াশুনা করে - সেই বিদ্যালয়ে আপনি কি মাঝে মাঝে যান ?

হ্যাঁ না

(ক) যদি যান , কতদিন পর পর ?

(১) মাসে একবার (২) তিন মাসে একবার

(৩) ছ মাসে একবার (৪) বছরে একবার

কারণ ঃ

(খ) যদি না যান , তার কারণ উল্লেখ করুণ।

১৬। আপনার ছেলে মেয়েদের পড়াশুনার ব্যাপারে আপনি কি শিক্ষক / শিক্ষিকারদের সঙ্গে কোন আলোচনা করেন ?

হ্যাঁ না

(ক) যদি আলোচনা করেন - তার কারণ উল্লেখ করুণ।

(খ) যদি আলোচনা না করেন - তার কারণ উল্লেখ করুণ।

১৭। আপনার ছেলে মেয়েদের টাকা রোজগারের জন্য সময় দিতে হয় কি ?

হ্যাঁ না

(ক) যদি রোজগার করতে হয় তবে,

(১) কতজন করে ? ছেলে মেয়ে

(২) কি ধরনের কাজ করে ?

ছেলে ঃ

মেয়ে ঃ

(৩) কত সময় ধরে করে? ছেলে : ________ মেয়ে : ________

(৪) মাসিক কত টাকা রোজগার করে?

ছেলে : ________

মেয়ে : ________

১৮। আপনাদের বাড়ির ছেলে মেয়েদের কি বাড়ির কাজ করতে হয়?

ছেলে : হ্যাঁ ☐ না ☐

মেয়ে : হ্যাঁ ☐ না ☐

(ক) যদি করতে হয় — তবে তার জন্য কত সময় দিতে হয়?

	ছেলে	মেয়ে
(১) দিনে ১ ঘন্টা	☐	☐
(২) দিনে ১-৩ ঘন্টা	☐	☐
(৩) দিনে ৩ ঘন্টার বেশী	☐	☐

১৯। আপনার বাড়ির ছেলে মেয়ে যে বিদ্যালয়ে পড়ে, সেই বিদ্যালয় সম্বন্ধে আপনার অভিমত :

(ক) ক্লাস : নিয়মিত ☐ অনিয়মিত ☐

(খ) শিক্ষক / শিক্ষিকার সংখ্যা :

যথেষ্ট ☐ যথেষ্ট নয় ☐ খুব কম ☐

(গ) শিক্ষক / শিক্ষিকাদের বিদ্যালয়ে উপস্থিতি :

নিয়মিত ☐ অনিয়মিত ☐

(ঘ) বিদ্যালয়ে শ্রেনী কক্ষের অবস্থা :

ভালো ☐ মোটামুটি ☐ খারাপ ☐

(ঙ) মিড্-ডে মিলের ব্যবস্থা :

আছে ☐ মাঝে মাঝে হয় ☐ নেই ☐

(চ) বিদ্যালয়ে ছুটি :

অতিরিক্ত ☐ স্বাভাবিক ☐ অল্প ☐

(ছ) বিদ্যালয়ের সামগ্রিক মান :

ভালো ☐ মোটামুটি ☐ খারাপ ☐

(জ) অন্যান্য (উল্লেখ করুণ) : ________

২০। আপনাদের ছেলে মেয়েদের কতদূর পর্যন্ত শিক্ষা দিতে চান?

	ছেলে	মেয়ে
(ক) প্রাথমিক	☐	☐
(খ) মাধ্যমিক	☐	☐
(গ) উচ্চ মাধ্যমিক	☐	☐
(ঘ) স্নাতক	☐	☐
(ঙ) স্নাতকোত্তর	☐	☐
(চ) কারিগরী	☐	☐

২১। আপনার মতে প্রত্যেক ছেলে মেয়ে উভয়েরই পঞ্চম শ্রেনী অবধি শিক্ষা কি প্রয়োজন?

হ্যাঁ ☐ না ☐

(ক) যদি প্রয়োজন মনে করেন, তার কারণ উল্লেখ করুণ

____

____

(খ) যদি প্রয়োজন না মনে করেন, তার কারণ উল্লেখ করুণ

____

____

২২। আপনার মতে ছেলে এবং মেয়ের উভয়েরই কি একই রকম শিক্ষার সুযোগ পাওয়া উচিত?

হ্যাঁ ☐ না ☐

(ক) যদি হ্যাঁ মনে করেন, তার কারণ উল্লেখ করুণ।

____

____

(খ) যদি না মনে করেন, তার কারণ উল্লেখ করুণ।

____

____

২৩। যে ছেলে মেয়েরা বিদ্যালয়ে যায় না তারা কি ধরনের কাজে যুক্ত থাকে?

(ক) গৃহকর্ম করে ☐ (খ) ঠিকা কাজ করে ☐

(গ) দিনমজুরের কাজ করে (কৃষি কাজ ব্যতিত) ☐ (ঘ) পশুপালনের কাজ করে ☐

(ঙ) দোকান চালায় ☐ (চ) মৎস চাষ / মাছ ধরে ☐

(ছ) ক্ষেত মজুরের কাজ করে ☐ (জ) ভ্যান / রিক্সা চালায় ☐

(ঝ) কুটির শিল্পের কাজ করে ☐ (ঞ) অন্যান্য ☐

২৪। আপনার মতে কী কী ব্যবস্থা গ্রহণ করলে বিদ্যালয়ের মান উন্নয়ন সম্ভব?

____

____

____

অভিভাবকের স্বাক্ষর : _______________

সমীক্ষকের নাম : _______________

সমীক্ষার তারিখ : _______________

সমীক্ষকের স্বাক্ষর : _______________

APPENDIX 2

(CATEGORY 5)

চতুর্থ ও পঞ্চম শ্রেণীর শিক্ষার্থীদের জন্য প্রশ্নোত্তরিকা

নিচের প্রশ্নগুলি মন দিয়ে পড়ে উত্তর দাও। যে সব প্রশ্নের পাশে বিকল্প উত্তর লেখার খোপ দেওয়া আছে সেখানে সঠিক জায়গায় টিক (✓) চিহ্ন দাও।

১। ক) তোমার নাম : ____________________

ছেলে ☐ মেয়ে ☐

খ) বিদ্যালয়ের নাম : ____________________

গ) বিদ্যালয়ের ঠিকানা : ____________________

____

২। ক) তোমার বয়স : ____________________

খ) তুমি কোন শ্রেণীতে পড় : ____________________

৩। শিক্ষার্থী কোন সম্প্রদায় বা জাতিভুক্ত?

ক) সাধারণ ☐ খ) তফশিলী জাতি ☐

গ) তফশিলী উপজাতি ☐ ঘ) সংখ্যালঘু সম্প্রদায় ☐

ঙ) অন্যান্য ☐

৪। ক) তোমার লেখাপড়ার জন্য আলাদা সাহায্যের প্রয়োজন (বিশেষ দুর্বলতা সম্পন্ন ছাত্র-ছাত্রীর ক্ষেত্রে) :

হ্যাঁ ☐ না ☐

খ) উত্তর হ্যাঁ হলে, কোন ধরনের সাহায্য প্রয়োজন —

(১) শারীরিক দুর্বলতার জন্য ☐

(২) মানসিক / বৌদ্ধিক অক্ষমতার জন্য ☐

৫। ক) অভিভাবকের নাম :

বাবা : ____________________ বয়স : ______

মা : ____________________ বয়স : ______

অন্য কেউ : ______________ সম্পর্ক : ______________ বয়স : ______

(বাবা বা মা অভিভাবক না হলে)

খ) অভিভাবকের শিক্ষাগত যোগ্যতা :

বাবা : ____________________

মা : ____________________

অন্য কেউ : ____________________

গ) অভিভাবকের পেশা :

বাবা : ____________________

মা : ____________________

অন্য কেউ : ____________________

৬। ক) পরিবারে কতজন আয় করেন : ______

খ) গড় মাসিক আয় কত? ______

৭। ক) তুমি নিয়মিত বিদ্যালয়ে যাও কি?

হ্যাঁ ☐ না ☐

খ) যদি না যাও, কেন যাও না?

(এখানে একাধিক খোপে টিক (✓) চিহ্ন দেওয়া যেতে পারে।)

(১) বাড়ি থেকে আসতে দেয় না ☐

(২) বাড়ির কাজ করতে হয় ☐

(৩) রোজগারের জন্য বেরোতে হয় ☐

(৪) বাড়িতে ভাই বোনদের দেখাশুনা করতে হয় ☐

(৫) গৃহপালিত পশুদের দেখতে হয় ☐

(৬) বাড়ি থেকে বিদ্যালয় খুব দূরে ☐

(৭) বিদ্যালয়ে যাতায়াতের সুবিধা নেই ☐

(৮) পরীক্ষায় ফেল করেছি ☐

৮। ক) তোমার বিদ্যালয় যেতে ভাল লাগে কি?

হ্যাঁ ☐ না ☐ বলছে না ☐

খ) যদি ভাল না লাগে — কেন লাগে না?

(এখানে একাধিক খোপে টিক (✓) চিহ্ন দেওয়া যেতে পারে।)

(১) মাস্টার মশাই / দিদিমণি মারেন / বকেন ☐

(২) মাস্টার মশাই / দিদিমণির কথা বুঝি না / অসুবিধা হয় ☐

(৩) সহপাঠীরা মেশে না / খেলায় নেয় না ☐

(৪) বন্ধু নেই বলে একা লাগে ☐

(৫) বিদ্যালয়ে খাবার জল / শৌচাগারের ব্যবস্থা নেই ☐

(৬) বিদ্যালয় ভাঙ্গাচোরা, নোংরা ☐

(৭) বিদ্যালয়ে ঠিকমত ক্লাস হয় না ☐

(৮) বিদ্যালয়ে খেলার জায়গা নেই ☐

(৯) খিদে পেয়ে যায় ☐

৯। ক) বাবা মা পড়ার জন্য বেশী বকেন কি?

হ্যাঁ ☐ না ☐

খ) বাবা মা তোমার পড়াশুনায় উৎসাহ দেন কি?

হ্যাঁ ☐ না ☐

গ) যদি না দেন, কেন দেন না?

(১) পড়াশুনার দরকার নেই মনে করেন ☐

(২) পড়াশুনা করলে পেট ভরে না বলেন ☐

(৩) বই, খাতা, কলম কেনার টাকা পয়সা দিতে পারেন না ☐

(৪) কাজে সাহায্য বেশী দরকার ☐

১০। তোমার কোন বিষয় পড়তে বেশী ভাল লাগে?

ক) ______________ কারণ : ______________

খ) ______________ কারণ : ______________

গ) ______________ কারণ : ______________

১১। ক) তুমি তোমার বাড়িতে কোন ভাষায় কথা বল ?

বাংলা ☐ হিন্দী ☐

ইংরেজি ☐ অন্যান্য ☐

খ) বিদ্যালয়ে শিক্ষক / শিক্ষিকা কোন ভাষায় পড়ান বা কথা বলেন?

বাংলা ☐ হিন্দী ☐

ইংরেজি ☐ অন্যান্য ☐

১২। ক) তোমার গৃহশিক্ষকের প্রয়োজন আছে কি?

হ্যাঁ ☐ না ☐ জানি না ☐

খ) তোমার গৃহশিক্ষক আছেন কি?

হ্যাঁ ☐ না ☐

গ) যদি গৃহশিক্ষক থাকেন, তাহলে কজন আছেন?

এক ☐ দুই ☐ বেশী ☐

ঘ) তিনি / তাঁরা কি তোমার বিদ্যালয়ের শিক্ষক / শিক্ষিকা?

হ্যাঁ ☐ না ☐

ঙ) গৃহশিক্ষক কি কি বিষয় পড়ান?

(১) ______________

(২) ______________

(৩) ______________

চ) গৃহশিক্ষক বাড়িতে এসে পড়ান, না তার বাড়িতে গিয়ে পড়তে হয়?

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ছ) গৃহশিক্ষক কি তোমাকে একা পড়ান না একসঙ্গে অনেক ছাত্র-ছাত্রীকে পড়ান?

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জ) গৃহশিক্ষক কি মাঝে মাঝে পরীক্ষা নেন?

হ্যাঁ ☐ না ☐

ঝ) গৃহশিক্ষকের কাছে পড়তে তোমার ভাল লাগে ?

হ্যাঁ ☐ না ☐

ঞ) যদি ভাল লাগে, কেন ভালো লাগে?

(অ) আমাদের মত করে পড়ান ☐

(আ) আমাদের ভালোবাসেন ☐

(ই) আমাদের কাছের লোক বলে মনে হয় ☐

(ঈ) বেশী প্রশ্ন করতে পারি ☐

সমীক্ষকের নাম ঃ ______________________________

সমীক্ষার তারিখ ঃ ______________________________

সমীক্ষকের স্বাক্ষর ঃ ______________________________

APPENDIX 3

List of Supervisors and Enumerators

BLOCK	SUB INSPECTORS /S	SUPERVISORS	ENUMERATORS
Canning-I	1.Smt Sarbani Bhattacharya	1.Shri Panchugopal Naskar	1.Shri Nirmal Maity 2.Shri Dibakar Pramanick 3.Shri Sushanta Panda 4.Shri Nitai Chandra Das 5.Shri Gopal Sha 6.Shri Prasun Chakraborty
Ghutiarisharif circle(Canning-I block)	2.Shri Debobrata Mondol	2.Shri Ajoy Kumar Basu	7.Shri Sanjib Saha 8.Shri Pradip Bose 9.Shri Shah Alam Sardar 10.Shri Supratim Ghosh

APPENDIX 4

List of tables

APPENDIX 5

List of Charts

ABBREVIATIONS USED

A.I.D.S	Acquired Immuno Deficiency Syndrome
C.A.B.E	Central Advisory Board on Education
C.L.R.C	Circle Level Resource Centre
D.I	District Inspector
D.I.S.E	District Information System of Education
D.P.E.P	District Primary Education Programme
D.P.S.C	District Primary School Council
E.C.C.E	Early Childhood Care and Education
F.P	Free Primary
G.C.	General Category
I.C.D.S	Integrated Child Development Scheme
Jr.	Junior
M.D.M	Mid Day Meal
M.T.A	Mother Teacher Association
N.C.E.R.T	National Council of Educational Research and Training
N.G.O	Non-Government Organization
N.I.E.P.A	National Institute of Educational Planning and Administration
N.P.E	National Policy on Education
P.T.R	Pupil-Teacher Ratio
O.B.C	Other Backward Class
S.C	Scheduled Caste
S.I	Sub Inspector

SSA	Sarva Shiksha Abhiyan
S.S.K	Sishu Shiksha Kendra
S.T	Scheduled Tribe
U.E.E	Universalization of Elementary Education
U.N	United Nations
U.N.D.P	United Nations Development Programme
U.N.E.S.C.O	United Nations Educational Scientific and Cultural Organization
U.N.F.P.A	United Nations Fund for Population Activities
UNICEF	United Nations Children Emergency Fund
V.E.C	Village Education Committee